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PHOTOGRAPHERS TO THE
BOSTON LATIN SCHOOL
CLASS OF 1926



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BOSTON



THE LATIN SCHOOL REGISTER

H A R V A R D

By Ellsworth C. Haggerty '23

IT IS my belief that the large number of boys entering the Latin School annually, have in view a college education, but do not have any particular college in mind. My personal experience, and may I say that this article is based on personal experience wholly, has been to find that the majority of boys have fathers who have not been to college. Yet, before they have been to the school very long they learn that almost all of the graduating class continue on to Harvard—"across the river," as it is termed. Then the date 1635, that of the beginning of the school, is linked very significantly with 1636, the year of the founding of the college at Cambridge.

As the Latin School pupils go up through the classes, and come to take the College Board Examinations, there comes the necessity of deciding on some college. When I attended the Latin School, it was three years before I began to think seriously of what college I should choose in which to continue my work. I could arrive at no decision. It was not until the boys of the first class who were taking the College Board Examinations were asked to designate the college to which they were seeking admission, that I arrived at a decision. Harvard was my choice.

The greater part of our Class of 1923 crossed the river in the fall to become a small part of a large student body at the

oldest of American universities. I intend that the rest of this article act not as a recommendation of Harvard, but as a mere outline of what one may expect to find there. Although I am not acquainted with the exact record of Latin School men during their Freshman year, I feel certain that it is highly satisfactory and this I say with no desire to boast. From observation and close association with men from preparatory schools of every description, it seems to me that the men from my school can vie with any of their new classmates in the matter of studies.

But there are many difficulties which confront a boy, particularly if he has not attended one of the larger preparatory schools. In the first place, almost all of the Freshmen from Latin School find it convenient to commute each day. While this has some advantages and is in many cases necessary, I believe that a special effort should be made by everyone going to Harvard to live there during the first year. I recall that Mr. Hobbs used to stress the importance of living in the college halls. It is in the Freshman dormitories that a man has the greatest opportunities of making himself a real part of the college. This advice is almost necessary at this time for it is the plan of the college with the new limitation of entrants and added dormitories to have every Freshman live in a college hall.



Seniors Begging Freshmen for Senior Picnic Funds

As for athletics, it is a rule that there be compulsory athletics for all Freshmen at least three hours a week. The work of the Harvard Freshman and Varsity teams is well known and needs no comment. I leave to the opinions of the readers the measure of success that has been Harvard's in athletics. An average boy coming from the ranks of the Boston High Schools should be equipped to rival the boys from the "prep" schools in the field of athletics. It is a matter dependent on the boy himself and in my opinion the fact that he

may be a year or two younger than a classmate does not handicap him to any extent. I have in mind one member of the Freshman Class today who made a fine record in football, although contending with boys of high reputation in "prep" schools, and is now taking his place on the Freshman baseball team.

It is true that athletics appeal to almost everyone and too often the degree of success in that field forms the basis for the public opinion of the college. But, after all, it is in pursuit of studies that a man goes to college. At Cam-



Freshman Dorms by the Charles

bridge, there is a regular system of study, by which a Freshman is allowed to choose his courses with certain requirements and at the end of the year to elect his field of concentration. He must specialize in some definite field of study, be it English literature, Economics, Philosophy, or any of the many fields open to him. For the next three years he arranges his work to include courses which will enable him to pass the General Examinations at the end of his senior year. These examinations are based on the work that he has done during his whole college course, and on the outcome hinges his degree. The tutorial system by which a man is guided in his preparations for these examinations is now in force. The students themselves are very much interested in the method of education as demonstrated by the report recently made by the Educational Committee of the Student Council. This report, is perhaps the greatest survey of the methods of education as practiced at Harvard ever conducted by the students themselves.

The Student Council, a body of fifteen undergraduates of whom two were Latin School men this year, expresses the opinion of the whole college, and governs undergraduate affairs. Many

problems come up during the course of the year which require the careful attention of capable men. This council, elected by the senior and junior classes, is composed of ten seniors and five juniors. The council of this year was particularly progressive, voting on the award of letters to participants in major sport games with Princeton, on a cheer-leading system dependent on a competition, and on the creation of a special minor sport letter, as examples of the general business to which it attends. The educational investigation was perhaps its greatest achievement, although it has started a new budget system not yet completed. The budget system will call for one donation at the beginning of the year to cover minor expenses during the year, thus eliminating drives for various causes later on.

The Latin School boy soon assumes his place in the machinery of the college. Success depends on his own merit only. His interest in new ideas leads him to study and progress. Developing in the midst of his new world, he still retains an interest in his school, ever eager to catch a bit of news about it. Above all, he has memories, fond memories of his old school, which grow fonder as time passes.



YALE

By Byron K. Anthony '24



The "Bowl"

A YOUNG lady wrote to my roommate that she would like to see what Yale was like, "but, for goodness' sake," she said, "don't send me pictures of *buildings*."

Latin School does not mean a red brick building with pillars by the front door. The names on the wall in the assembly hall, and the lives of Latin School men, past and present, are Latin School. So with Yale. The really important and characteristic things are spirit, tradition, and *men*.

In 1700, ten ministers gathered in New Haven to found a college, knowing that hand in hand with service to God and man must go education. Each one in simple ceremony presented his small offering of books, saying, "I give these books for the founding of a College in this colony." The purpose written in the charter is that here "youth should be instructed in all parts of learning, to qualify them for public employment in Church and civil state."

Right down thru its history, Yale has had an ideal of service, and has been producing men.

There are three undergraduate departments in the University. The common Freshman Year, with its separate dean and faculty, its own quadrangle, and its dining hall is an acclimating influence, and prepares either for Yale College, that is, the school of liberal arts, or for Sheffield Scientific School, with

courses equivalent to those of M. I. T. The course in the college or "Sheff" consists of three years.

The graduate departments rank high scholastically. The School of Fine Arts always wins most of the prizes at the Beaux Arts Exposition, and so on. I don't know whether to be proud of it or not, but it is the truth—the University is the fond possessor of a very fine Nursing School.

Please do not let any one tell you that Yale is snobbish or aristocratic. I challenge you to find another university in the world which has three deans by the names of Jones, Smith, and Brown! The student body is very democratic.

Facilities here for student self-support are unparalleled. The Bureau of Appointments supplies about a third of the student body with remunerative employment, such as clerical work, monitorships, tutoring, ushering, and waiting on table. There are agencies paying necessary expenses for their student managers—Suit Pressing Company, Student Laundry, Newspaper Bureau, Transfer Agency, and so on. Scholarship aid is very plentiful.

Intellectual interests are *the* thing. At the time, the class of 1928 was the best prepared class ever entering any American university. The Seniors vote regularly that it is a greater honor to receive the Phi Beta Kappa key than the major "Y". The faculty includes

some very eminent scholars and men. All America knows Professor "Billy" Phelps.

The extent of the whole campus is about a mile. The campus proper is an expanse of grass and trees filling two large city blocks, and fringed with ivy-covered dormitories and class buildings. It is located in the very heart of New Haven's business district, but the gates mark the boundary of two vastly different worlds. By the way, New Haven, after the first impression, is a very beautiful city.

The Freshmen live in Berkeley Oval, just north of the old campus. The Bicentennial buildings include Memorial Hall, Woolsey Hall, which contains a splendid organ, and Commons. The Freshmen eat together in Commons at one end, the other part being a cafeteria very popular with upperclassmen and faculty, probably the best and most inexpensive eating-place in New Haven.

There are eight or nine splendidly equipped modern laboratories. The Sterling Library, soon to be built, will cost seven or eight million dollars. Peabody Museum is internationally famous.

The finest of Yale's buildings, Memorial Quadrangle, consists of junior and senior dormitories enclosing seven grassy courts. The style is Gothic, and the Harkness Tower rising majestically from the midst of it is equal in beauty and architecture to any cathedral tower in Europe.

The Bureau of Health is very solicitous for the welfare of all of us, with annual physical examinations and plenty of doctors on its staff.

"Athletics for all" is the University's policy. There are about twenty different sports, all well coached. Even I, a notoriously poor athlete and usually uninterested, receive all the sympathetic

attention I could want by coach and trainer, if I take it into my head to run around the track two or three times. The gym is well equipped. The athletic field covers a good many acres with several tracks, football fields, diamonds, a lacrosse field, thirty tennis courts, and a golf course. The Bowl seats 70,000.

Perhaps nowhere else do student publications flourish as at Yale. The *Yale Daily News*, the oldest college daily in the world, is powerful in voicing student opinion. The British Museum finds the "*Lit*" worth while enough to subscribe to it alone of American college literary magazines. The *Record* is the *Life* of Yale. Positions on the editorial boards of these publications are won thru competition.

Musical and dramatic activities are well organised and popular.

The most striking thing about the religious life at Yale is its reality. Sham and pretense are heartily avoided. It is believed that in few universities is there a feeling so strongly in favor of Christian ideals.

Hazing is taboo. Rivalry between classes does not exist to make life miserable. The Freshman is treated as a gentleman as soon as he arrives.

Yale's proximity to New York is a great advantage, because it is so easy to attend some of the best dramatic and musical performances in the world.

Have you heard about the twin boys whom nobody could tell apart? Their father to solve the difficulty sent one to Harvard and the other to Yale. The one was graduated a perfect Harvard gentleman, the other a perfect Yale roughneck, and still no one could tell them apart. Take it as you will.

I have boasted, but for any of the students here on the campus there isn't any college but Yale, the mother of men,

DARTMOUTH

By John H. Holloran '23*Campus by Moonlight*

THE man preparing for college is in a most important period of his formative age, and will do well to select with care the college he will attend. But first it is more important that he introspect—with frankness—to see if he should go to college. There are too many men seeking a higher education merely because it is “the thing to do.” If, then, you are planning to go to college for a good time, you will do better to go to work. College life affords happiness only to those who work. If you plan now to go to college to develop only your physical abilities, you may, if you be fortunate, last a semester or two at a first-rate institution. If you plan now to go to college to accumulate a vast pile of facts through pure grinding, you will be considered most unfortunate, an object of pity. But, if you go to college

with the firm intention of developing yourself into a well-rounded man, the benefits you will derive will be unlimited. That means faithfulness to studies, an intellectual curiosity, a willingness to sacrifice the more superficial pleasures for the thrill of accomplishment in extra-curriculum activities, be they on the gridiron or on the dramatic stage or what not; and the development of an attractive personality. Above all, don't be a “type” man, for he is an object of sympathy. If you receive a degree and are said to be a true such-and-such type, you have failed—and failed, dismally. Briefly, my advice would be to develop your individual interests—and to have a wide range of interests.

In making your choice of colleges, be sure that you do just that—and be

wary of those who try to influence you unduly to enter their college by painting colorful pictures of college life with all-too-vivid imaginations. I will enumerate a few of the more important advantages offered by Dartmouth, neither intending nor desiring to entice anyone here. Because of her situation far from any city of even moderate size, Dartmouth has ever fostered an ideal spirit, a true love of college, that is a primary desirability providing it does not become perverted to a so-called collegiate, rah-rah, "hurray for us" conceit. The students rely upon themselves and upon their associations with their fellows for enjoyment. This same situation, then, prohibits the students from indulging too frequently in the rather empty pleasures, and offers instead a more true happiness from associating with worthy companions. Dartmouth has often been called the "out-of-doors" college—and she is well-deserving of the name, for the mountains and the surrounding country are conducive to participation in out-of-door sports. And for those more inclined to work indoors, a modern

gymnasium, but a few moments' walk from the farthest dormitory, conveniently offers all desirable apparatus.

I will not dwell upon the educational advantages that Dartmouth affords, for I am confident that her rank in that field is well-known. But I do wish to impress the policy of freedom of thinking that is typically Dartmouth, upon those who are considering entering here. Men typifying the most rabid principles of Socialism, men in all walks of life are invited to Dartmouth to speak to the undergraduates. Sufficiently illustrative of this is the fact that Scott Nearing addressed the student body here only the evening prior to his arrest in Boston. This principle, this policy of freedom, is well expressed by President Ernest Martin Hopkins of Dartmouth, as follows:

"This is not always easy doctrine for parents and alumni to accept and it is not a simple policy for administrative officers to pursue. It would be idle to argue that the policy has always found strong support among all groups of our own constituency at Dartmouth,



Ski Jump

but we have reason for pride, I believe, that no opposition has ever developed to a point or to the extent that there has been any question about our freedom to work the proposition out.

"Moreover, the implications of such a policy are not as serious as they may at first be *brought* to be. A friend of mine wrote to me some months ago that we would as soon have Lenine or Trotsky speak at Dartmouth as some of the speakers whom we were having there. I replied that if those responsible for a theory of government which now dominates an eighth of the earth's surface and a great host of her people were available for the explanation of their

theories to the undergraduate body, I should be glad to have the students hear them and to have them judge as to the dangers or merits of Bolshevism on the basis of direct evidence, rather than through the inconsistent and contradictory pronouncements of anti-Bolshevist propaganda."

I wish to add but a word of personal advice. If you are contemplating upon going through Dartmouth with a minimum amount of labor, don't apply for entrance, for you are unwanted; but if you are imbued with an earnest desire to contribute your very best, you'd find a truly welcoming hand extended to you.



"Wah-Hoo-Wah!"

BROWN

By Douglas R. Gates '21*Recreation*

ONCE upon a time there was a boy, and this period being the age of wonders, said boy succeeded miraculously in graduating from the Latin School. So far this story has all the earmarks of a fairy tale, but read on. The truth is stranger than fiction and this is a plain account of facts, the writer knowing more or less whereof he writes as he and the aforementioned "boy" are one and the same.

The boy had little to do with the choice of his college. The situation strongly resembled that of the man who met a girl in a revolving door and had been going around with her ever since. Both of the boy's parents were loyal Alumni of Brown University and the name of Brown had been so thoroughly implanted in the lad's mind thruout infancy and adolescence that he no more would have questioned his entrance into that college than the statement that a Venetian street-walker must be a good swimmer. In that frame of mind it would not have been surprising if on arrival at the scene of collegiate action his calm complacence had been shattered in disappointment. Such was not the case, however. He

came, he saw, in the course of time was conquered, and has lived happily ever after.

Brown is little known in Boston, which is so near yet seemingly so far. I come neither to bury nor to praise Caesar in excess, yet if I can direct the attention of you first and second classmen toward Providence in the consideration of your college these few words will not have been written in vain.

The University buildings line the brow of a steep hill (most colleges are so situated) as if in fact as well as fancy the pensive scholar would disdain from his superior height the incessant whirl and buzz of commerce in the city at his feet. And yet I would not leave the impression that the place is a cloistered monastery. Far from it. What I would impress is the fact that it is not a city college as so many of the larger universities have become. It is a miniature independent community—a collegiate oasis in a metropolitan desert. The city has grown up around it but it stands aloof as befits the dignity of the original settler.

Within the sacred precincts of its walls is all the activity so dear to the hearts



MEMORIAL TOWER

of college men. Class supremacy is as bitterly contested as ever, and particularly between the Sophomores and the brown-capped Freshmen, guerilla warfare existing from the time of the Flag Rush on the opening day of college to a glorious culmination at the Spring banquet and the festival attendant on cap burning.

There are classes of course. In the press of other attractions, all except the most conscientious students are apt to lose sight of that important detail. Brown has a faculty of professors and instructors of which it may well be proud. The departments of Biology, Chemistry, English, History, Economics, Mathematics, the Sciences, the Classics and the Modern Languages are all capably handled and their contents spread before the eyes of the aspiring under-classmen in as interesting a fashion as their various limits may allow. That virtue may not be solely its own reward, a number of prizes and scholarships exist as a stimulus to effort, and in the hazy future always flits the shimmering vision of the Phi Beta Kappa key, a key which is said to open more doors for the college graduate than any other in the world.

Fraternity life goes hand in hand with college-life. Lucky indeed is the fifty percent of the student body which before its graduation becomes initiated into one of the nineteen Greek letter fraternities that have chapters at Brown. From the closer contacts into which fraternity brothers are pressed spring the foundations for lifelong associations and friendship and the bonds of fraternity membership existing after graduation from college.

Athletics are gradually coming into prominence at Brown and as gradually is the calibre of the various teams improving. With the completion of the new million dollar athletic plant and

stadium comes the consummation of the university's slogan, "Every man for a team, and a team for every man!" Athletic relations are maintained in football, baseball, track, basketball, swimming, wrestling, and hockey with Harvard, Yale and Dartmouth outstanding among the many others, and Brown, the smallest, brings back its fair share of victories and honors. For example, in football Harvard has been beaten thrice in the last four years and during the twenty-five years of competition with Dartmouth, each team has won twelve times, the Green's champion '25 machine capturing the odd game this last season by a close score.

Non-athletic activities play their no less important part in the university routine. For those of journalistic tendencies there is the *Herald*, the Brown daily paper. *Register* training would help an aspirant in competition for the *Jug*, the humorous monthly or the *Liber*, the year book. For those who yearn for the glare of the footlights there is the Dramatic Union, (the dreaded Public Declamations would be of immeasurable value here). And finally for those of musical talent—the glee club and the orchestra (shades of Mr. Henderson!). There is a place for all to find his niche. No one need be a square peg in a round hole.

Brown University has crowned the summit of College Hill since pre-Revolutionary days (indeed the oldest hall was used as a barracks for the French troops under Lafayette). Classes have come and gone and the roster of graduates includes such famous names as John Hay, John D. Rockefeller, Jr., Charles Evans Hughes, and the author of this article. Who can tell what glory, laud and honor future graduates of the Latin School will add to Brown University's scroll?

WEST POINT

By Charles D. Curran '24*On Parade*

ON JULY first, when an entrant arrives at West Point, he is immediately assigned to a company, given a room, and issued a uniform and all the articles necessary for his first few weeks. A few days after his arrival he takes the oath of allegiance and becomes a "new cadet". From this time until the end of summer he is busy with drills which train him in discipline and in fundamental military principles and which develop him physically.

About a month after his entrance, with his entire class, he is received as a cadet by the Corps and from that time on he attends all parades and like ceremonies with the Corps, which, except for the second class is in summer camp.

Here the third class has been having training in duties like those of non-commissioned officers in the different branches of the service, and the first class in the duties of officers. Cavalry, engineering, artillery, infantry, including machine gun and other weapons, and signal communications are the principal drills of this period. These courses overlap throughout the summer and finally all courses are covered in a three-day practice field exercise and fight

problem. Following the return from this manoeuvre, camp is broken and both classes move back to barracks with the plebes and the second class which returns from furlough, the only long leave during the four years, this same day.

About September first academic duties are begun and sections formed. Every cadet is assigned to a section of about thirteen men in each subject. At class the different sections are formed and marched to the different recitation rooms. Recitations are held much like those at Latin School. Each man recites on the day's lesson and receives a mark for this recitation. At the end of the week the marks are totaled and posted. The recitations are marked on a 3.0 basis in which 2.0 is passing.

At the end of the first month new sections are formed in which the men are arranged according to merit. These sections then remain practically unchanged until after a series of written general reviews in December.

At the beginning of the academic year each cadet, not on a major or minor sport squad is assigned to an intramural sport which he attends twice a week. This arrangement compels everyone to be

engaged in some form of athletics from September to December and from April to June. To encourage good work in intramural athletics cups are awarded to the leading company team in each sport. On the days a man does not go to intramural athletics he attends drill and parade.

The greatest interest in cadet life at this time is the football team. Three games, to which the Corps travels, are played away from home. These trips give the plebe most of his enjoyment at this time, for Saturday night movies and hops are the only amusements for cadets on the post, and plebes cannot attend hops.

Then in December, Christmas week comes to give everyone a change. The three upper classes are given a nine-day leave, provided they are out of debt, are not undergoing special punishment, have not exceeded the number of demerits for the preceding year and are not deficient in any academic subject, and the fourth class is left alone. Temporary officers are chosen, plebe hops are held, and, in general, everyone has a good time. During this week examinations are held for all those who have an average below 2.0 in any subject. If they fail in this examination, they are discharged. January first, men all return from leave and resume duties.

Winter sports begin immediately, and these take up everyone's spare time.

Late in February a show, run by cadets, is held to celebrate the fact that there remain but one hundred days until June.

In April, outdoor drills and parades, which have been discontinued since December, are resumed. Intramural athletics begin again. With these and spring sports the time soon flies by until June arrives.

June first the Corps again wears white uniforms. On the fourth, academic duties end, and on the next day June Week begins. During this week the plebe is restricted in his activities, but prepares to go to summer camp as a yearling. The yearling gets ready for furlough, the second classman prepares for the duties of a cadet officer, and the first classman waits for graduation. On the eleventh the graduating class attends their last parade as cadets. Immediately after this parade comes recognition, a formality which ends forever the social restrictions which the fourth class has undergone since the preceding July. The next morning, graduation exercises are held and the yearlings, now second classmen, leave on furlough. The next day the new first class goes to New York for a two weeks course in aviation and coast artillery, while the new yearlings take up rifle and pistol work. Near the end of the month the first and third classes move to summer camp and July first another fourth class enters.

The Register Staff extends its condolences to Mr. John B. Fitzgerald, Mr. Max Levine, and Mr. Charles W. French upon their recent bereavements.

ANNAPOLIS

By John L. Ewing '24*Bird's Eye View*

AT THE present time, the law allows three midshipmen for each Senator, Representative and Delegate in Congress, five for the District of Columbia, and fifteen appointed each year from the United States at large. The appointments from the District of Columbia and fifteen each year at large are made by the President. To insure that this quota is filled, each Congressman and Senator annually appoints a principal and two or three alternates, one of whom is sure to qualify mentally and physically. He is then admitted as a midshipman.

Midshipmen are also detailed to stand regular watches as lookouts, messengers on the bridge, signalmen, life-boat's crew, and life-buoy attendants. The third month is spent in the engineering department in what is known as the Black-gang. Actual firing of boilers and coal passing, together with operation of the main engines gives the naval student an excellent practical groundwork for the theoretical studies at the Academy.

Candidates are admitted by either one of two methods. The regular Naval Academy examinations are held each year; the first beginning on the third Wednesday of February, and the second and last beginning on the third Wednesday of April, under the supervision of the Civil Service Commission. The Academic Board will consider and may accept in lieu of the regular mental examination a properly attested certificate (1) that the candidate is a regularly enrolled student in good standing in a university, college, or technological school accredited by the United States Naval Academy; or (2) that the candidate is a graduate of a preparatory school or public high school with certain restrictions as to subjects; or (3) that the candidate has shown proficiency in college entrance examinations amounting to 15 required units. In addition to certificates, substantiating examinations are required in mathematics and English.

Entering in June of each year the newly made midshipmen spend their first

summer at Annapolis learning how to handle boats under oars and sails, the rudiments of infantry drill, the care and use of a service Springfield rifle together with physical training which prepares him physically for the coming year. This period usually provides the young man's first contact with discipline, and he learns to do things promptly and efficiently because it is his "duty".

The Academic year starts in October and consists of a single course. In the first, 4th class, or plebe year, the subjects are elementary, consisting of mathematics, chemistry, mechanical drawing, English and Naval History, and French or Spanish. The 2nd, youngster, or 3rd class year is largely a continuation of these subjects, but there is added physics and mechanical processes. In the 3rd or second-class year, the more professional subjects are entered upon. This part of the course includes electrical and mechanical engineering, ordnance and gunnery, seamanship, and navigation. The 4th or first-class and last year is a continuance of second-class subjects with military and international law, and hygiene added.

The daily routine is as follows. Reveille is at 6.15 A. M. and breakfast formation follows at 6.40. Breakfast is usually finished at 7.10, and until the first class starts at 7.50, time is used for making beds, sweeping out rooms and stealing a last glance at the studies. The regiment is divided into four battalions and is arranged in groups of two for attendance at classes. Each class is divided into two hours. Two battalions recite the first hour the other two the second hour, alternating each month. The other hour is spent in study. There are three classes per day, the first extending from 7.50 to 9.54; the second from 10.04 to 12.08; the 3rd from 1.10 to 3.14. Dinner is at 12.20. Every afternoon from 3.27 to

4.30 occurs a drill period; the drills being different for all classes and all battalions. The drills are, seamanship, infantry, ordnance, engineering and gymnasium, changing each week. From 4.30 to evening meal formation at 6.40 is recreation period when every midshipman must engage in some athletics. A strict adherence to this custom has resulted in some enviable athletic records, just last month Navy teams winning intercollegiate honors in boxing and swimming. Study call is again sounded at 7.45, and this period lasts until 9.30 when there is a one half hour recreation period until taps is sounded at 10 P. M. Wednesday afternoon drill is suspended and liberty is granted to visit the City of Annapolis. Classes are ended at noon on Saturday, and that afternoon and evening is allowed for entertainment, recreation, hops, and motion pictures.

Eight months in the year are spent in this manner, while three of the summer months are spent at sea in first line battleships. For this purpose there are three standard cruises, one of which is generally followed. The first includes the British Isles, the East Coast of Europe and Gibraltar, the second proceeds through the Panama Canal to the principal ports on the West Coast of the United States and return, while the third and the one to be taken in the summer of 1926, includes the principal ports of the East Coast of the United States and the West Indies. On these cruises the midshipmen perform all the duties required of seamen in a man-of-war at sea. Two of the three months are spent in the deck division, which includes scrubbing the decks every morning at 6 A. M. with sand and water, shining all the brass and bright work, and keeping paintwork clean.

While in port, especially in those of foreign countries, leave is granted to visit points of interest. Throughout the

cruise drills are held on the guns almost daily, and every other year short range battle practice is held which gives the midshipman excellent practice and training which will make him well able as an officer to train his gun crews and obtain the perfect hits which win in time of war.

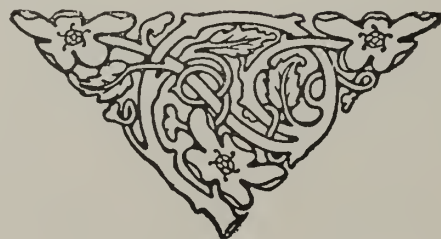
After the cruise, leave is granted during the month of September when there is a wide scattering to homes in all parts of the United States.

The pay of a midshipman is \$780 a year, which includes board, room, medical attendance and recreational facilities. From this pay, \$1000 is withheld to provide the graduation outfit. Thus it is easily seen that the Naval Academy provides a splendid position together with a first-class education.

After graduation, the law requires two years service in the Navy as ensigns; at any time thereafter one may resign and return to civil life. A post-graduate school has been established at Annapolis where officers who have graduated with good standing may obtain advanced training in special subjects such as naval construction, radio, ord-

nance and gunnery, and electrical engineering. After a year's study at Annapolis, the course is finished at a civilian institution.

In conclusion I would like to state the mission of the Naval Academy as defined so excellently by Admiral Henry B. Wilson (retired), Superintendent of the Naval Academy from 1921 to 1925. "To mold the material received into educated gentlemen, thoroughly indoctrinated with honor, uprightness, and truth, with practical rather than academic minds, with thorough loyalty to country, with a groundwork of educational fundamentals, upon which experience afloat may build the finished naval officer, capable of upholding, whenever and wherever may be necessary, the honor of the United States; and withal giving due consideration that healthy minds in healthy bodies are necessities for the fulfilment of the individual missions of the graduates; and that fullest efficiency under this mission can only be attained if, through just and humane, yet firm discipline the graduates carry into the service respect and admiration for this academy."



COLGATE

By Stanley M. Ford '22*The Willow Path*

YOUR Editor has asked me for an article concerning Colgate. He has also instructed me to limit my account to one thousand words. I have been trying to condense what I know about Colgate into that limited space and I find that I am not enough of a poet to do it.

The idea just struck me that you fellows aren't interested in what Colgate has done, you are interested in what Colgate has to offer you as prospective college men.

Personally, I believe deep down in my heart that Colgate is the only university on the earth—of course I'm prejudiced. But let me list the facts of the case from as unbiased a viewpoint as possible and then you fellows decide whether I am right or not. Compare the facts

that I shall give you with similar facts concerning other institutions and then draw your own conclusions.

For the man who is looking ahead to an athletic career in college, Colgate is the place for him. Football, basketball, baseball, and track are our major sports. In the minors we have lacrosse, tennis, boxing, cross country, golfing, and a rifle team. Only some eight hundred and fifty students attend Colgate, and yet every one of the athletic teams ranks high in its particular field and is able to contend successfully with teams from all the largest eastern colleges. But Colgate athletic teams are not put on the field to win at any cost—they are put there to do their best and they are taught that this best must be of a winning calibre. Every individual must

possess the will to give himself wholly to the interests of his team, must have that reserve power which he can call out when the last chance for victory seems to be gone.

Colgate teaches men through athletics that "a team that WON'T be beaten CAN'T be beaten," and that it is only through dogged determination, loyalty, self sacrifice, and complete co-operation on the part of all concerned, that a team or a man can really win out not only in athletics but in all the activities of life.

Let me tell you a little story. Last year Colgate had the greatest football team of her history. The team went through the season undefeated. Lafayette, undoubtedly equal to that marvelous Dartmouth team, was held to a 0—0 score; Princeton overwhelmingly defeated; Syracuse downed; Brown tied.

A comparatively light and inexperienced team had been carried to victory time and again by their own invincible fighting spirit and by the whole-hearted co-operation and support of the entire student body.

Let me tell you how the Brown game brought out the best that is in Colgate athletics. This was to be the ninth game on one of the hardest schedules which a Colgate team has ever played. We had defeated our ancient rivals, Syracuse, and for us the season was practically closed.

Brown had a team that had been far underrated all season. The game started. Within a few minutes of play Brown had rolled up fourteen points on their side of the score board. The half ended 14—0 in Brown's favor. It looked like an impossible task for any football team to overcome, such a lead against one of the greatest defensive teams of the East. And yet there wasn't a Colgate man either on the field or in the stands that would admit the thought

of defeat. The team came on the field for the second half. The coach pointed to the Colgate section of the stands, with every man on his feet, cheering on the team, every man doing his best to instill and keep up in the players the Colgate fighting spirit. They went on the field filled with that spirit which is Colgate. I have not the space to describe that uphill fight. With the score 13—14 and with but a minute to play Captain Eddie Tryon kicked the goal and Colgate had gone through the season undefeated and had once more proved that her teams are composed of men who never own to defeat. That is the spirit which Colgate athletics instills into men, the spirit with which in after years men must face the great battle of life.

Colgate offers also a broad field of opportunity in her non-athletic extra-curricular activities.

Are you interested in public speaking? Here again Colgate offers unequalled opportunities. Without compunction and not upon my own or any other undergraduate's authority I can truthfully say that Colgate has one of the best public speaking departments in the United States. Yearly, men from all over the country come here to take advantage of it. Debating is the major interest in this line. For years Colgate has come out on top, with a majority of the inter-collegiate contests in her favor. Last year the title of "World Champion Debaters" which was claimed by Bates College was decisively wrested from that institution by a Colgate trio. Intra-mural debating is another popular phase of this same department. Oration contests, extemporaneous speaking contests and the like are numerous. For the man who intends to go into law or into selling here is a wonderful opportunity for development.

Curricularly, Colgate is excellent. Entrance requirements are yearly be-

coming improved and work in the class room must be of high standard if the student would graduate. The courses in Chemistry, Physics, Zoology, and Biology are comprehensive and complete and of an excellent quality; many prominent doctors recommend to pre-medical students that they do their preliminary work here. Economics is one of the most popular and also one of the most difficult courses on the "Hill"—the men get something worth while out of its study.

Many of the professors are men of national and inter-national reputation. Greene, head of the Latin department; Crawshaw, head of the English department; McGregory, head of the Chemistry department; and Brigham and Whitnall, of the Geology department—these are some of the men whose writings on their several subjects are taken as authority. And here is where the advantage of the small college over the larger institution is most evident. The classes are comparatively small and students are consequently given intimate association with men like these. The association alone is an education and an inspiration.

Colgate has a well developed musical organization comprising various clubs for the musician and singer. These organizations take extensive trips at different times during the year. A strong dramatic society, Masque and Triangle, affords ample opportunity for those interested in dramatics both for the writer and producer of plays as well as the actor.

All athletic teams, publications, clubs, varsity and class functions are under student management affording practical experience for the man who is going into business.

Fraternities both social and honorary are an important part of Colgate life. There are eleven national social fra-

ternities and one local. These do much toward the promotion of social life and friendships on the campus. There are seven honorary fraternities: such as those for service in debating, scholarship, dramatics, etc.

The campus is beautiful. The lake, the Willow Path, the quadrangle, the golf course and the hills—the prettiest spot in the Chenango valley. The campus has an area of two hundred and seventy-five acres and it—it—is wonderful!

Within the last four years three new buildings have been begun, one of which is completed. A dormitory, a new gymnasium, a new recitation hall, besides various improvements in some of the old buildings. So much for the physical side of the campus. Now, what about the personal side? Enrollment has been limited to one thousand. Scholarship has been brought up by several rulings of the faculty. Many new instructors have been added to the staff. Many other minor changes have also been made which I cannot mention.

Those few things signify a great future for Colgate. I only wish that I were going to be here a few more years in order that I might share in this future.

And one thing more. Something about Colgate "spirit". It is the most vivid and striking factor in Colgate undergraduate life. It binds, moulds, impels. It is the living Colgate—the essence of that Colgate. Colgate as Colgate could never exist without that "spirit".

Well, there you are. A survey of Colgate in a thousand words. Perhaps I haven't done my subject justice. In fact, I know I haven't. But I have tried to be brief, concise, and unbiased. Look these facts over and see what Colgate can do for you—what you can do for Colgate.

WILLIAMS

By John B. Hall '23

IN THE heart of the Berkshire Hills, far from the ceaseless toil of cities, lies Williams College, founded in 1785 by Colonel Ephraim Williams of the American Revolutionary Army. His remains rest in the crypt of the chapel, the only college founder whose bones lie in its grounds. Situated in a valley, surrounded by purple hills, we breathe the spirit of Williams. The majestic chapel, with its spire dominating the surrounding buildings, gives one that indefinable feeling found only in a small campus college. Often we feel the call of the cities, but each and every one of us is glad to return here to study.

Few are the Latin graduates who have come to this college. The Dean, George Edwin Howes, a graduate and a former teacher of the Latin School, is always ready and anxious to assist Latin graduates. In June, 1908, Arthur Irving Fiske, a former headmaster of the Latin School, received a degree of Doctor of Humane Letters from Williams. Though the ties between Latin and Williams are few, they are strong and lasting. Every additional Latin graduate here at Williams binds these two schools closer together.

Williams is a small college. I want that statement to bring to your mind the many advantages of a small college—closer association of the students, greater interest in the college itself, and closer companionship with the professors being among the most prominent. A college of this size (800 students) offers many things that a larger cannot. There is a greater opportunity for individual effort. The small classes make possible more detailed assistance from the professors. This is a great help to college students, as personal attention turns the undergraduate mind to channels otherwise hidden. Being in the

country there are less opportunities for distractions, therefore more for study. These advantages are self-evident, but merit attention when one is choosing a place of higher education. To me, however, the greatest advantage of a small college is the spirit bred in its undergraduates—a spirit which is noticeably lacking in those of a large college. Boston is unique in having so many well known educational institutions in the immediate vicinity such as Harvard, M. I. T., B. U., and B. C. This fact tends to make one overlook the advantages of others in the same state.

The spirit of a small college is understood only by one who has been part of it. It is fostered by the daily constant association of the undergraduates. It is shown in their interest in college activities, in their attitude towards their professors, treating them not as taskmasters or lecturers but as human beings, and especially is it shown in their attitude towards the Honor System. Such a system will be successful only in a college where the college spirit is strong, as violations of it are prevented only by student disapproval. It has been in force at Williams since 1896 and these violations have been negligible.

The mountains surrounding Williams are closely associated with the history and growth of the college. It is a wonderful sight to see them growing purple in the approaching twilight with Mt. Greylock, the highest mountain in Massachusetts, rising above them all.

The feeling one has at this view is somewhat akin to the spirit bred in the undergraduates here at Williams. Thus its size, its location, and especially the spirit of the undergraduates makes Williams an ideal spot for a higher education.

UNIVERSITY OF MAINE

By Robert D. Parks '25*Administration Building*

THE University is located in Orono, an attractive town on the banks of the Stillwater River, a branch of the Penobscot. The campus of three hundred and seventy acres is considered one of the most beautiful in New England. Lofty pines and oaks surround the twenty-six University buildings. Beside these latter, plans are going forward on a new chemistry laboratory and on a boy's dormitory. Hannibal, Hamlin, and Oak Halls accommodate some three hundred men students, while the "co-eds" live in Mount Vernon House, North and Balentine Halls. There are also some sixteen fraternity houses.

The new Memorial Gymnasium-Armory has just been completed. The indoor field is an enormous structure, 340 feet long, 168 feet wide and seventy feet high.

Alumni Field is located at the northern end of the campus. It contains a

quarter mile cinder track, with a 220-yd. straightaway, and is graded and laid out for football, baseball, and track and field athletics. It contains a grandstand and bleachers with a seating capacity of five thousand.

The college is divided into three separate departments—the colleges of Arts and Sciences, Technology, and Agriculture. Included in this latter college is the Forestry course, which is one of the best in the country, as is also the Pulp and Paper course.

Two of the biggest phases of Maine are the fraternity life and the wonderful spirit that exists between all "Maine Men". There are inter-fraternity visiting week, intramural sports, and all kinds of class "scraps" and activities.

Each year the University of Maine is progressing. Soon, without a doubt it will rank among the leading universities of the country.

UNIVERSITY OF PENNSYLVANIA

By William H. Sullivan '25

I REALIZE that most Latin School fellows know little or nothing about the University of Pennsylvania. With this in mind, I am presenting a few facts about my college which will, I hope, create a more definite impression of it.

Although founded in 1740 by a former Latin School student, Benjamin Franklin, Pennsylvania has never drawn many Latin School boys to its halls of learning. At the present time I believe that I am the only Latin School graduate enrolled at "old Penn". Many persons confuse Pennsylvania State College with this University. Penn State, however, is a state institution and located in the central part of the state. The seventy buildings of this University are nearly all situated on rising ground west of the Schuylkill River and within the city limits of Philadelphia.

The part which Pennsylvania men bore in the establishment of independence and in the upbuilding of the Republic developed that intangible thing known as the Pennsylvania spirit. The wealth of traditions, many of which have their root in the very foundations upon which the University rests, and all of which have been handed down from year to year until they have become a very part of the atmosphere the student breathes make the life of the undergraduate peculiarly fascinating. With the growth of the college, there has grown up about it a vast number of customs, which have become so permanently established that they now form the basis of the lighter side of the student's four years at Pennsylvania.

Various organizations exist, many of them dating back in their origin to the earliest days of the University, which, although in no way a part of the official institution, are recognized by all as an

integral part of Pennsylvania, whose rules are as sacred and whose regulations are as inviolable as the very fundamental principles of the University. It is these "undergraduate activities" as they are termed which go to make up the real student life and spirit. In every college and university such things are a necessity. Though not essential to a college education they are so nearly so that without them there is a tendency for the student to become narrow and single-purposed.

Foremost among these student organizations and institutions are the various forms of athletics which tend to promote, possibly more than any other activity, what is known as College Spirit. "That to keep them in Health, and to strengthen and render active their Bodies, they be frequently exercised in Running, Leaping, Wrestling, and Swimming." So wrote the founder, Benjamin Franklin, in his "Proposals Relating to the Education of Youth in Pennsylvania," printed in the year 1749. This early recognition of the importance of athletics is the foundation on which the University's present well-balanced athletic system rests. There are sixteen sports supported by the Council on Athletics. In each sport it is the purpose of the University to have the greatest possible number of men competing. No student who wishes to try for a team is denied a suitable uniform. In Freshman football last season over 150 boys were outfitted with complete uniforms. As in most of the larger universities, participation in some branch of athletics is compulsory. All students, unless physically incapacitated, must learn to swim before graduation.

Although the total enrollment of the University exceeds 15,000, the spirit is

as intense as that of any small college of only a few hundred students. The "Varsity" teams, especially football, draw support from almost the entire student body. One of the best examples of the Pennsylvania spirit was shown at the Yale-Pennsylvania football game of last fall. When our team came on the field at the famous Yale Bowl they were greeted with a thundering cheer by the Pennsylvania cheering section of 30,000 strong. Undergraduates made the trip to New Haven by every conceivable means of transportation and the Alumni had come from all sections of the country. The Pennsylvania colors—the "royal Red and Blue"—were in evidence on all sides. The presence of so many true sons of Pennsylvania seemed to inspire the team and Yale was on the short end of a 16—0 score before the game was half over. In the second half Yale staged a remarkable rally and made two touchdowns but a thrilling goal-line defense by our team in the closing minutes of the struggle stopped the last chance of Yale for a victory. Our team had entered the game, conceded but slight chance for victory, yet had defeated the powerful Yale eleven. I believe that the real explanation of this upset was the Pennsylvania spirit as evidenced by the loyal 30,000 and reflected in the play of the eleven wearers of the "Red and Blue".

Our objective in football is the Cornell game, played annually on Thanksgiving afternoon. Perhaps not as famous a series of struggles as the Harvard-Yale games, the Penn-Cornell games are, nevertheless, classics in the football sense of the word.

Last Thanksgiving a crowd of 70,000 witnessed our team defeat Cornell. This year, since the stadium has been double-decked, it is expected that a capacity crowd of 83,000 will witness the

Cornell game. Our stadium, Franklin Field, is now the second largest college stadium in the country, being surpassed in seating capacity only by that of the University of California.

The student body is of a cosmopolitan nature, having a large percentage of foreign students. It is a decidedly democratic student body and there is no encouragement of snobbishness at Pennsylvania. The Freshman class goes through a trying year during which all sorts of regulations are imposed on them. The Freshman must wear a black "dink", black sox and black tie and must carry matches at all times for the convenience of the upper classmen. He must not walk with his hands in his pockets and he must use the rear entrance of all university buildings. These regulations are of real value although they certainly do not seem so during one's Freshman year. The regulations are imposed on all Freshmen alike and help make a democratic, well-disciplined class as well as enabling the Freshman to catch the real spirit of his University.

Fraternities are another important factor in developing spirit and fellowship at Pennsylvania. Thirty-one college fraternities maintain active chapters at the University, all of which occupy houses on or near the campus. In order that the various fraternities might work together with the greatest harmony for the welfare of Pennsylvania, these chapters are governed by a body called the Interfraternity Council. Besides the ones represented in the Interfraternity Council there are medical and honorary fraternities and sixteen sororities for the women students.

"*The Pennsylvanian*", the daily newspaper of the University, has a motto which expresses well the feeling of all students for their University—"Cognoscere Pennsylvaniam est amare Pennsylvaniam."

M. I. T.

By Edward A. Michelman '25

*Massachusetts Institute of Technology*

JOHN TANNER, *member of the idle rich class*. I have never met anyone more swollen with the pride of class than Henry is. What was that college of yours, Straker?

HENRY STRAKER, *his chauffeur*: The Polytechnic, Mr. Tanner.

TANNER: His University, Octavius. Not Oxford, Cambridge, Durham or Glasgow; not a mere shop for selling class limitations as ours do. You despise Oxford, Henry, don't you?

STRAKER: No, I don't. Very nice sort of place, Oxford, I should think, for people that like that sort of place. They teach you to be a gentleman there. In the polytechnic they teach you to be an engineer or a scientist. See?

TANNER, *to his friend, Octavius*: Sarcasm, Tavy, sarcasm. Oh, if you could only see into Henry's soul: the depth of his contempt for a gentleman, the arrogance of his pride in being an engineer would appal you. He positively likes the car to break down because it brings out my gentlemanly helplessness and his workmanlike skill and resource.

GEORGE BERNARD SHAW, himself a student of arts and letters, has in the abridged quotation above brought out in a masterful fashion the usually inexplicable attitude of the technical or scientific student toward his fellow at the arts college, with whom he really has so much in common.

The primary purpose of the Massachusetts Institute of Technology is to afford to students such a combination of general, scientific and professional training as will fit them to take leading positions as engineers, scientific experts, and teachers and investigators of science. It is also one of its important functions

to contribute to the existing store of scientific knowledge and to the promotion of industrial development thru the prosecution in its laboratories of original researches in pure and applied science.

At the Institute Electrical, Civil, Mechanical, Mining, Aeronautical and Architectural Engineering are taught. There are also courses for those wishing to specialize in the sciences, as Chemistry and Physics. Every student learns the basic principles of all the courses, specializing in the course of his own choice. This is in keeping with the purpose of the Institute, as expressed by President S. W. Stratton, to teach only the fundamental principles of technology so that graduates may be qualified by training to fit into scientific or technical positions of any nature whatsoever.

Technology requires only Chemistry in addition to the subjects taught at the Latin School. Indeed, a man who is willing to forego his diploma may save a year by leaving high school at the end of his Junior year, taking the remaining preparation at the Institute Summer School at a total cost of but \$165. The year saved may be used to get practical experience in engineering, preferably between the Freshman and Sophomore years, and a larger salary may be commanded on graduation.

Many men transfer to M. I. T. at the end of their Freshman year at another college and obtain admission with advanced standing. In fact, so many men do this, that in spite of the numbers transferring from the 'Stute elsewhere, the Sophomore class is considerably larger than the Freshman class.



"Rush"

Mr. Campbell has on file a copy of the Catalogue and Course of Study and I should like to suggest that every man in Latin School, who has found fun in even so little a thing as whittling, let alone radio or automobiles, should read that bulletin and see how he can get a college degree and still have fun along those very lines.

Graduates of Technology do not have to remain in the technical field, their education being distinctly not one of limited scope. The average distribution of employment for those members of the classes of 1911, 1912, and 1913 who were graduated in Electrical Engineering is at present 48% electrical, 23% other technical, and 29% in occupations of distinctly a non-technical nature. For example, we do not teach banking as a trade at Tech, but the President of the Old Colony Trust Company of Boston is a graduate of M. I. T., class of '99.

Although what is taught at Technology is far different in nature from that taught at the arts colleges, the general college atmosphere is the same, with the one exception that nearly 100% of the men are deeply interested

in and like their subjects. We devote less time to enjoying college and more to our subjects, it is true, since they are to be our bread and butter, and since we do not desire to be among the 60% who fall by the wayside; but the time that we do have free we fill with enjoyment of college life.

Sports occupy a position of prominence at the Institute. Because football and baseball consume too much time and do not afford opportunity for large numbers of men, track is given the rank of "major sport". From a total enrollment of 2700, of whom 300 are graduate students, 200 athletes are maintained on the squad thruout the year.

Since sports are the same at all colleges, I will economize on space and merely list our other athletic activities: cross country, crew, swimming, wrestling, boxing, tennis, rifle, basketball, fencing and hockey. Thus it may be seen that we do not differ from other universities in our interest in sports.

The Tech, the undergraduate news organ, with which I have the good fortune to be affiliated, has fifty men on its staff. Because of my bias I will



"Pull!"

merely state that it is a typical college newspaper. Other publications are *Voo Doo*, nationally famous humorous magazine; *Tech Engineering News*, a professional journal, and *Technique*, the year book.

This latter publication stages every year the TECHNIQUE RUSH, which

is, I believe, something peculiar to Tech. A little hut is built on the campus and buckets of grease poured over the flat planked exterior. At a given signal the student body rushes the hut to obtain a paddle pushed up thru a slot in the roof. This performance is repeated twenty times, and what happens when all attempt to get the coveted paddle at once! Some of these paddles entitle the holders to free copies of the year book, others to the privilege of President Stratton's autograph in their book.

TECH SHOW, a musical comedy written and staged by undergraduates, is played before the Boston public during Junior Week. A trip is also made by the cast to Smith College, where a performance is given. While we have twenty or so coeds at M. I. T., the female parts are played by men. You see, the girls are here in spite of, not because of, the boys.

Another activity which affords its men opportunity to visit many girls' colleges is called the Combined Musical Clubs. A glee club, banjo club, mandolin club, and jazz orchestra, constitute this organization whose performance receiving the most publicity in the daily press, and hence familiar to you, is the Tech-Dartmouth concert.

One need not be an activity man to enjoy our All Technology Night, Field Day, or Circus, and perhaps an account of these might be of interest.

As for the Smoker for the Freshmen, a free dinner is the feature. Speeches

are also given, but they can not equal the popularity of the first mentioned. Last fall, when the vaudeville girls first came on the stage, the crowd hitched their chairs forward rather suddenly. A group of reporters from *The Tech* staff who were, of course, at the fore, were forced up so that their notebooks rested on the stage; and when, in answer to repeated cries of "Higher, higher!" the entertainers kicked over the place where the footlights should have been, we were forced to avoid being hit. As it was, one of the group had his fingers stepped on.

Field Day is the only day in the year when antagonistic interclass spirit is manifested, and then it is only as a chance to let off steam, and is approved by the college authorities. After athletic events between the Sophomore and Freshman classes, which the upper-classmen almost invariably win, there is a general free-for-all between classes. After sufficient damage has been done to clothing and property, the Institute Committee, the student governing body, stop the fray, and the two classes parade, friends once more, thru the Boston streets to City Hall, serenade the Mayor, incidentally blocking all traffic, and then ride home on the "L" without satisfying the gaping maw of the cashbox in the subway station.

And if you want to know what else we do at Tech, come to the college as a Freshman and be assured the time of your life.



Crew

BOSTON COLLEGE

By Raymond F. Finnegan '23*"The Heights"*

IT is indeed a great privilege to be permitted to tell the Latin School boys a few things about Boston College, which I trust have hitherto been unknown. Your editor has requested me to contribute an article on the "Advantages and Life at the Heights" for the Alumni Number of the *Register*, and were I to refuse his kind offer, I would feel that my Latin School spirit had withered and died.

In primo, let us see how this great institution was inaugurated.

The first classes were organized in September, 1864, with an enrollment of twenty-two students at a building on

Harrison Avenue. As time went on, the institution slowly but surely began to enlarge. Each year the classes were gradually becoming larger. The hard and faithful work of the Jesuit Fathers was becoming more and more evident, so that in 1907, when Fr. Thomas I. Gasson assumed direction, the progress had been so steady that the need of increased facilities for the students was keenly felt. As a result, the present site in Newton, overlooking the twin lakes, a site unrivalled throughout the country for picturesqueness, and one suited to collegiate and classic ideals, was purchased.

Already three structures of simple yet centuried-old Gothic, the Administration building, St. Mary's Hall, and the already famous Science Building, rise, overlooking the twin lakes, presenting a picture, the beauty of which calls for world-wide admiration. And now a fourth, the Library, is in the process of construction, the first half of which was recently opened to the students. The auditorium in this latter building will easily accommodate the entire student body and thereby paves the way for closer contact between the students and for a more ready expression of the aims of the college authorities. What an advancement in so short a time! How can all this be explained? I think this is best answered by the words of Fr. James H. Dolan, the newly appointed president, "Its achievements are the result of self-sacrifice and generosity."

Boston College is primarily a classical college with special provisions for those wishing to enter the professional schools in later life. Courses are now at hand which prepare one for engineering, law, industrial chemistry, and dentistry. The courses now offered include a happy combination of prescribed subjects, which form the backbone of Jesuit education. Education, we are taught, is not the mere communication of knowledge, as the acquisition of knowledge is but a secondary result of education. Learning is an instrument of education and not an end. The end is culture and mental and moral development. It is, then, with this viewpoint that the subjects are so prescribed. In short, the training received at the Heights includes a thorough training in the fundamentals, and a training in philosophy which gives a man a correct outlook on life.

Let us therefore turn to the entrance requirements and seek out the way which a Latin School boy might enter

Boston College. Students wishing to enter must first be of good moral character and must have an honorable dismissal from the high school they have attended. (No Latin School boy would fail to qualify in these requirements.) In the next place, all applicants for the A. B. course, (and this refers to Latin School boys), must present credits received from College Board Examinations, of which three must be in Latin, two in mathematics, three in English, and two in Modern Languages. The rest of the credits may be presented in Greek, French, Spanish, and History. Boston College also holds examinations, which follow along the line of the College Board Exams, which are held at the Heights during the first part of June. There are many boys in high school, who would like to continue their education, but are forced to give up the thought completely owing to lack of funds. The trustees of the college have arranged scholarships which are available for promising students who find themselves in these financial difficulties. These are assigned each year after competitive examinations. All Latin School boys intending to enter B. C. should take these examinations. There is always room for Latin School boys at the Heights. The records show that Latin School boys are among the leaders in every division.

Let us next regard the college life, that most boys eagerly await on entering college. Inasmuch as Boston College is a "day school," many things that are prevalent in the students' life at other colleges are missing to some degree at the Heights. To combat this lack of housing facilities, the faculty, with the hearty support of the students, have instituted clubs and societies that compare favorably with those of other colleges in the country. We have two debating societies, Marquette for the

Freshmen and Sophomores, and the Fulton for the Juniors and Seniors. The latter society needs no introduction to those followers of debating. Its fine record has won universal praise not only for the members, but also for the college it represents. Each time a debate is arranged with another college, the Fulton calls on three different men to uphold her standard. The dramatic society invites all to join who think they are talented in this line.

The club each year puts on at least two fine shows. Those who think they have good voices are asked to join our glee club. Concerts are held during the year at many public halls. Many clubs seek to have our glee club perform at their times.

There is also the History Academy. Each and every Monday during the school year, a prominent speaker gives an

illustrated lecture on some present day topic. Our French Academy has grown so much that debates, entirely in French are now being held by the members. Those who have studied Spanish are asked to join the Spanish Academy.

Those interested in the literary end find an opportunity to gain experience by becoming members of our papers, controlled by students. These are the weekly publication, *The Heights*, and the monthly publication, *The Stylus*. And last but not least are our athletic teams, which need no introduction to the followers of the sport-world. The records of our football, baseball, track, and hockey teams speak for themselves. Every boy in the college is permitted to compete for the varsity teams. If he be judged not good enough, there are class teams, which also compete in all branches of sports.

SHADOWS—THE RETURN

By Arnold Isenberg

WITHIN the ancient edifice,
As gloomy darkness slowly falls,
Appears a host of misty ghosts,
Of silent shadows on the walls.

They come from every clime on earth
From cities, towns, and countryside;
They slip through keyholes, cracks and
chinks,
And rest from trips o'er land and tide.

Then friend meets friend and arm in arm,
They wander through familiar halls,
When silently the roll is called
Of all the shadows on the walls.

"Forty-nine?" "Oh, yes, I'm here;"
But fifty's gone to his reward,
And all of fifty-one and two
Are buried 'neath the grassy sward.

Thus up Time's ladder goes the count,
And louder grows each year's response,
Each class contains more graduates
Revisiting their former haunts.

Important business follows next:

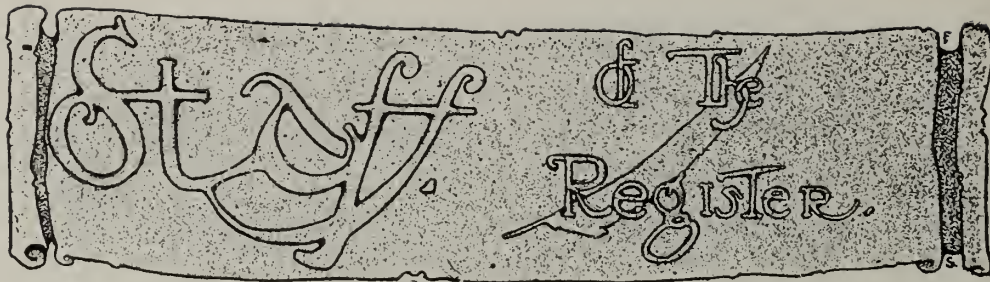
"O worthy brethren, say ye all,
"Has Time altered or tempest changed,
"The structure of this hallowed hall?"

"Has grim Materialism made
"Its entrance to this sacred spot,
"To spoil, corrupt, defile, remove
"That beauty, culture, that we
sought?"

"And are Tradition's lofty tales,
"In this, their birthplace, no more told?
"Has our pristine virility
"For gold or silver coins been sold?"

A silent murmur of negation,
A silent "Nay" from each mouth falls;
And thus reply these speechless ghosts,
These noiseless shadows on the walls:

"The age of beauty has not fled,
"Nor has that culture which we sought;
"Virility, democracy,
"Beneath this roof will e'er be taught."



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EACH year one number of *The Register* is devoted almost entirely to the alumni. Its purpose is to bring before the eyes of the Student Body the work of at least a few of the living graduates; to make the school better acquainted with these men; and to keep the alumni in closer touch with the school. If this, the Alumni Number of 1926, has met with these three requirements, it has been successful.

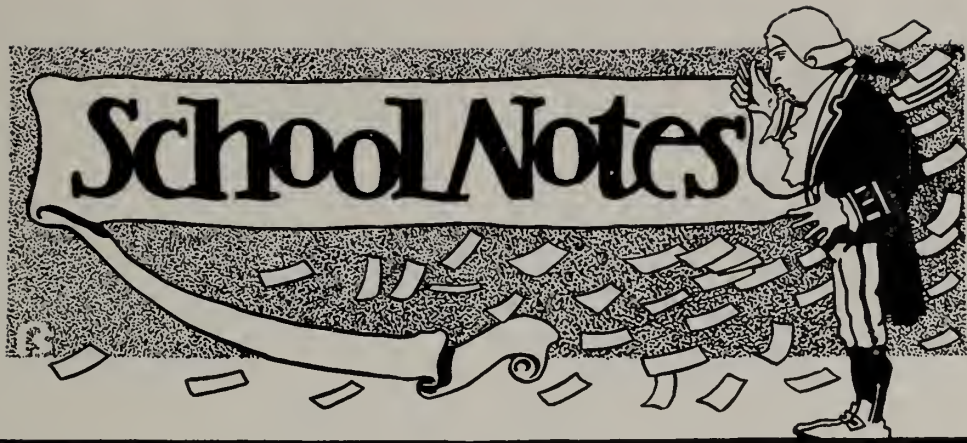
Added to the usual alumni articles is a series of contributions written by Latin School men now attending college. We believe that they will have a particular appeal to Latin School, since they not only describe the colleges and college-life, but also enumerate the advantages of each. Thus, the Alumni Number of this year has added another and a worthy part to its three-fold purpose; that is, to facilitate the choosing of a college by making us acquainted with a considerable number of them.

This year there has also been added the almost unique attraction of illustrating the college contributions with pictures. In this way *The Register* hopes to have succeeded in presenting these articles more vividly.

By placing the alumni of Latin School before the Student Body, we hope we have stimulated in the breast of each pupil a desire to strive for those high ideals of life to which the graduates of this school have ever devoted their lives: to justice, to truth, to faithful endeavor. Since the founding of the School the watch-word of its alumni has been *to serve*. That they have lived up to this, has been proved again and again by their service to their city, state and country, and to their fellow-men.

When our turn comes to leave Latin School, let us, as "marked men," go forth with a determination to live up to the traditions of the School, with *to serve* as our watchword.

It is with sincere gratitude that we thank the various colleges who have been so kind as to send us photographs to be used for illustrations and in many cases to lend us cuts for that purpose.



This is the Alumni Number, and as such will doubtless be read by a greater number of Alumni than peruse any of the other issues of the *Register*. So we take this opportunity to remind you who have departed from our midst that a closer association with your Alma Mater, a knowledge of changes in the faculty, important school events, and the results of Class elections, Prize Drill, and competition for prizes, as well as the success of athletic teams may be obtained by reading the *Register*. Send in your subscriptions!

* * *

The Prize Debate of the Junior Debating Club took place on April 15, before the lower classes. Quick and Hickey defended the affirmative side and Radlo and Herzel, the negative of the question, Resolved: That the United States should join the League of Nations. Besides choosing the winning side, the judges chose the best speaker of the debate, who will receive a medal as his reward. A report of this debate will grace the pages of the next number of the *Register*.

* * *

There are on exhibition in the library a number of copies of papers published by the students of the Public Latin School, dating back more than a hundred years. At the top of the list stands the Latin School *Register*. As we glance

at the dusty, time-worn pages of these ancient journals, we reflect upon the superiority of modern printing. Not a picture, not a cartoon appears on pages of these old sheets. The print is difficult to read. Our friends, the alumni, although they may point with pride to superior features of their own school days, cannot lay claim to a better school magazine.

* * *

Both brawn and brains were amply rewarded at the Monday morning assembly of the upper classes on March 22. Directly after the reading of the Bible and the rendition of a piano solo by George R. Dunham '27, Mr. Campbell praised the good work of both the record-breaking championship relay teams and the successful debating team and "compelled" the members of these teams—much against their own wishes!—to leave the hall while the rest of the school applauded. The reward of merit!

* * *

Colonel Penney has from ten to fifteen drill caps, all of which have been lost by members of the School Cadets and none of which have been claimed. Well?

* * *

As this number goes to press we have heard that the Debating Club is to hold an open forum on April 9, upon the question of student government in the

Latin School! By the time this copy of the *Register* reaches your hands this forum will have been history, but the question of student government will still remain a perplexing problem. In many schools such as the most prominent schools of New York City, student government is proving a great success and is teaching self-reliance, honesty, and integrity. In other schools, on the other hand, student government is a mere mockery and consists of awarding pins to a number of pupils and elevating them above their fellows. If properly administered, student government can be of great benefit to all concerned; but there is always the possibility—However, the day may yet dawn when student government will be instituted in the Latin School. Important question: Will misdemeanor marks be abolished?

* * *

In the last issue of the *Register* we spoke of a much-neglected little box in the lower corridor, the mechanical savings device. But the school bank seems literally overwhelmed with custom compared with another little box in the lower corridor, the *Register* Contribution Box! At periods of perhaps a month a dirty little piece of paper is shoved into it, on both sides of which a number of so-called "jokes" are scribbled in pencil. Why, that is like feeding to a hungry dragon a handful of peanuts, like throwing a piece of coal into a great furnace, like going out to face an army with an air rifle! This contribution box of ours has an insatiable appetite. It will devour everything which comes into its grasp. It prefers nice, big, juicy stories, delicious editorials, or highly palatable school notes to mere morsels such as jokes, but will accept the latter, *providing*:

1. That they are written on white, quarto-size paper;

2. That they are written on one side of the paper only;

3. That they are written in ink; and

4. That they are readable and worth reading.

Not only has this creature been forced to go hungry for weeks at a time, but the tiny bits of unpalatable food which *have* been fed to it have caused very, very acute indigestion!

* * *

Latin School's musical prominence becomes each year more outstanding. On Thursday night, March 25, the String Quartet, to which we have had on several occasions the pleasure of listening, performed over the radio from Station WEEI. The performance, although interrupted by periodic bursts of static was very well given. Messrs. Fishgal, Epstein, Goldman and Richmond deserve much credit for this concert.

* * *

The "do, re, mi, fa, sol" which saluted us from the hall every Thursday, has given place to more intelligible music, for Mr. Hamlin has slowly and carefully trained his proteges in the art of exercising their vocal cords. The Glee Club is quite prepared to take to the concert stage. What it lacks in numbers it makes up in volume.

* * *

A LIBRARY Service Club has been organized to assist the librarian in the many duties of preparing books for circulation and taking charge of the desk during busy periods. The following boys are giving one hour a week for this service, all from Class III:

Cannata—200	Grimes—208
Connell—208	Isaacs—208
Domas—208	Konikow—204
Doro—204	Moore—304
Gartland—200	Sieff—210
	Walsh—200

If you have a study period Tuesday, the 5th period, which you can spare for this service, please see Miss Burgess.

ATTENTION OF CLASSES I AND II

There are many books now in the library which may be used for Group V of the College Entrance Examination Requirements. These include modern novels, short stories, scientific writings and contemporary verse.

If you have any books which are in good condition and which will interest the boys in the school, would you like to give these to the library? Miss Burgess is always glad to receive useful and interesting books.

* * *

THE BOSTON COLLEGE HIGH
SCHOOL DEBATE

The first interscholastic debate ever to take place in the Latin School auditorium occurred on March 19, between the representatives of Boston College High School and Boston Latin School. The chairman of the evening was Frederick J. O'Brien, former coach of Latin School athletic teams, who introduced the judges, the honorable Andrew J. Peters, former mayor of Boston; Homer Albers, Dean of the Boston University Law School; and Walter Waterman, who has gained distinction as a student and teacher. Mr. O'Brien then explained the rules which governed the contest, and introduced Morgan, the first speaker for Boston College High School. Morgan, in a very clear and impressive manner, introduced the affirmative's objections to the 18th Amendment, and created a favorable impression upon the audience. Wright, the first Latin School speaker, clearly and forcefully outlined the negative's position, and offset, to a great extent, the previous speaker's arguments. Donovan, next battling for B. C. High, lacked force, but had a well-developed argument. The contrast between him and Isenberg, who followed next for Latin, and whose speech consisted of a logical chain of hard, cold facts, forcefully brought out, was

marked. The next speaker, Sullivan, however, more than made up for what his colleague lacked in force. He showed himself to be a powerful orator, a polished speaker, and an excellent debater. Rogers, to whom especial credit must be given because of the fact that he left a sick-bed to attend the debate, followed with his usual fine, clear speech. At the close of the main speeches, however, it was anybody's debate.

Wright opened the rebuttal by utterly destroying what was perhaps the most important link in the enemy's chain of arguments. He immediately gave the advantage to the negative, especially since Morgan, opening B. C. High's rebuttal, lacked effectiveness and could in no way refute any of the negative's arguments. Isenberg then completely ripped away the foundation of his opponent's argument in a powerful, rapid-fire stream of figures, facts and statistics. Donovan proved even less effective than his teammate, Morgan. Rogers, besides answering whatever of his opponent's contentions were left standing, coolly and clearly summed up the entire debate, leaving a wide margin in favor of Latin School. Sullivan could in no way dispose of the negative's arguments. The judges, after a short consultation, came to the unanimous decision that Latin School had won, thus completely satisfying a majority of the capacity crowd which filled the hall.

"Sweet music," in the words of Mr. O'Brien, was provided before and after the debate, as well as in the intermission between main speeches and rebuttal, by the Latin School orchestra, under the direction of Mr. Wagner. The members of the orchestra were well watered during the course of the debate, but stood the ordeal nobly.

Mr. O'Brien did not forget to mention the part played by Mr. Roland, whose coaching was to a large degree responsible for the victory.

THE BOSTON LATIN SCHOOL

1870-1876

By Edward Southworth Hawes '76

THE Latin School shared at that time with the English High School the granite-front building in Bedford Street. There was a rather small yard about the entire building, with an iron fence in front; it was fairly divided between the two schools by iron pickets in front and a high board fence at the back. The back yard afforded some room for play; it also had at the further end a shed containing sanitary arrangements, which were primitive.

The building also was divided from front to rear, except on the fourth floor, the entrance-doors being on the sides; ours was the side nearer Chauncy Street. The front hall was rather small and dark, the stairs winding. There were two large class-rooms on each side of the three lower stories, and a smaller room on the second and on the third. On the fourth floor, the arrangement was different: there each school had a large hall, where the Head-Master presided over the First Class. As the school had at that time outgrown its quarters, there was an annex of three classes in a building in Harrison Avenue.

The Hall was a dignified, handsome room, extending across the Bedford Street front. On the platform at the western end stood the beautiful marble statute, which I think has accompanied the school in its subsequent migrations, holding a wreath and supporting a shield on which were inscribed in gold the names of the former pupils who fell in the Civil War; and behind on either side were the two large tablets with the names of those who returned, and the inscription:

Alma Mater Filios Gratatur Reduces.

The walls were adorned with casts and engravings, and there were also portraits of Dixwell and Dimmock, former head-masters.

The hall was the scene of the monthly Declamation, when two or three boys from each class declaimed. I appeared there several times, but never achieved great success as a speaker, though finally in my last year, I carried off a third prize. But how well some of those boys did! I remember especially Charles Vinton's rendering of a selection from Marmion, and Parris Farwell's of the Bridge of Sighs. E. B. Hunt was great in comedy. Then there was J. B. Tilton, and the eloquent, fiery Daniel Joseph Shea and Harvey N. Collison for oratorical pieces.

The crowning events of the school year were the Prize Drill in the old Boston Theatre and the annual Prize Declamation in the beautiful old Music Hall. That was a great occasion. On the morning before, some of us were excused for the day, to go out into the country to gather wild flowers. Dr. Gardner himself superintended the decoration of the stage, which was trimmed with festoons of ground pine, bunches of violets, barberry bushes and other tamer shrubs.

About eighteen boys declaimed, and then the winners of prizes, all of them for some form of scholastic excellence, were called to the platform and made their bows, in front of the great organ. Last of all the winners of the declamation prizes were announced, and the band played "Fair Harvard."

There were no prizes for any sort of athletics. Athletics,— "there warn't no such animile!" Our sports were confined in the earlier years, to Tag and Prisoners' Base in the back yard. Later, when we had half an hour's recess, we went to the Common and played at playing foot-ball. "Pat" Grant, I think, who had entered college, came over and showed us how to play Rugby. In our

class Frank Holden and Lott Mansfield were the leaders. Glorious sport that was!

The school had no gymnasium until one was rigged up in the building on Mason Street, once the Medical School, later the Girls' High School. After the girls left it, we had instruction in Music there once a week from Mr. Julius Eichberg, in the hall on the ground floor. That room was afterward fitted up with parallel bars, rings, and other gymnastic apparatus. Later, I remember it became a ward room and polling place, and finally the building was occupied by the School Committee.

For physical development we depended chiefly on Nature and Military Drill. At the last hour on Mondays and Fridays we went for drill to Boylston Hall, over Boylston Market at the corner of Boylston and Washington Streets. We were one battalion, of four and later of five companies. In my last year Holden was Lieutenant-Colonel,—English High had the colonelcy that year,—Tilton, I think, was Major, and Collison, Adjutant. Among the Captains I remember Mansfield Lane, and I think Field and Alger. Drill was not my strong point. I was unwillingly tolerated as Sergeant-Major.

The School Regiment marched in the long procession in the celebration of the centennial of Bunker Hill, several miles through the streets of Boston and Charlestown. The day was hot, the muskets heavy; but we were proud to have our share in the parade.

Our teachers were well-educated, cultivated gentlemen, not of course without their idiosyncracies. Francis Gardner was Head Master, a remarkable man, terrifying to me as a little boy (I entered the school before I was ten) austere in appearance, gruff in manner, but with a kindly human heart showing sometimes through his rough husk. He died in 1875, in the autumn of my last year. Mr.

A. M. Gay succeeded him, as Acting Head Master, and was followed by Moses Merrill, a man for whom I felt great respect and personal regard. His successor was Arthur Irving Fiske. I remember when Mr. Fiske came to the school to teach Greek. He was different from anyone else. He brought in a new note, a somewhat punctilious but very charming courtesy, and soon became a great favorite. I can only mention some others by name,—C. J. Capen, for over fifty years a teacher in the school, A. H. Buck, later Professor of Greek at Boston University, Chadwick, Dearborne and G. W. Minns, an elderly gentleman whose kindness was thrown away on young ruffians who did not appreciate it.

My first teacher was John S. White, afterward head of the Berkeley School in New York. He was lately graduated from Harvard, young, strong, and handsome, and a hero in my eyes. He was married in my first year, and invited several of the boys to his wedding in Maverick Church, East Boston. A little shaver, I came home under the wing of the big fellows; it was evening, and while crossing on the ferry, they sang Lauriger Horatius. Since then I have known Mr. White's son and grandson.

Another interesting person was John L. Stoddard, who became universally known as a lecturer. He was a young exquisite, very popular, and taught us French.

Speaking of French, I must not fail to mention Mr. Morand, Sr., the rotund, beaming old Frenchman who came once a week to train us to a correct pronunciation. If a boy misbehaved or tried to be funny, he would say, "Ah, I see you are a ouit-tee boy. To be ouit-tee it is necessairee to have ouect. I will send you to make a vee-seete to Dr. Gardnaire as being a vairee ouit-tee and an-tertaining boy."

Of my playmates and associates one

became a General in the Army, though he did not finish his preparation for West Point at the School,—one a Professor in the War College, five, I think, clergymen, four physicians; one is a theatrical manager whose name is known all over the country. One or two have been teachers, others business men. On the whole we did pretty well for “the worst class for forty years.”

The old school taught us Latin and Elementary Greek very well, Mathematics less so, something of Ancient History and of English Literature, and the rudiments of French. But for English Composition—I think we wrote one composition a month. I doubt if a graduate of that day could pass the entrance examinations now for any of the leading colleges. But I was admitted at Harvard without conditions before I was sixteen. I owe the school a thorough grounding in the classics, and the training in declamation and the military drill, both of which I regard as very valuable; the pleasant memory of teachers and school-fellows; also a little group of prize books I am glad to own, for old association's sake.

I may add one or two personal recollections. First one or two of Dr. Gardner. One day when I had been a few months in the school Dr. Gardner came into the room and stood at the desk, talking to Mr. White. We were reading the “Lady of the Lake,” but the recitation was of course interrupted. Unoccupied and all unconscious of crime, I hummed quietly to myself a ditty I had lately read. Presently the Doctor heard and glared around. “Some boy is humming,” he said. “Who is it?” Badly scared, I pleaded guilty. “Well,” he said, “What is the translation of that?” I suppose he meant “What do you mean by doing such a thing? Explain your behavior”, but I didn't understand then, and I thought he meant to ask what it was I was humming. So I replied in a reasonably clear

and probably a thin high-pitched voice:

“Oh I wish I was a geese,

“All forlorn.

“For they lives and dies in peace,

“And accumulates much grease,

“Eating corn”.

I don't remember exactly what happened next. I don't believe I got through more than the beginning of the stanza. He didn't make the obvious retort that I had my wish, for I certainly was a geese. I think he gave me the “horns”,—spread two fingers, and roared, “Which horn will you take?” I said, “I don't know what you mean, sir.” “Which horn of the dilemma? Are you a knave, or a fool?” “I don't know, sir.” By that time the absurdity of the situation probably dawned on him and he recognized that he was dealing with a childish innocent, for he let me sit down, and presently departed. After that my dealings with him were always pleasant. Another time,—I don't remember what led up to this,—he took a dollar bill from his wallet and held it up. “What is that?” His victim, not myself this time, answered promptly “It's a dollar.” “No 'tisn't,” he said. “It's a promise to pay a dollar and that's an entirely different thing.” And he proceeded to tell us something of the nature of money.

A boy was being questioned on the cause of his being late for school, and the Doctor pressed his questioning until finally the boy said, “Do you think I am capable of lying?” “Yes,” came the answer, “certainly I think you're capable of lying; most people are; but I don't think you are lying this time.”

Mr Fiske I came to know in a somewhat more personal way. He lived not far from my home,—which was at the corner of Temple and Derne Streets, where the Suffolk Law School now stands. The streets around that slope of Beacon Hill have been much changed, and some of them,—Beacon Hill Place, the upper

part of Temple Street, and Hancock Avenue,—have vanished entirely. As I was saying, Mr. Fiske lived near by, in Myrtle Street, and I sometimes walked home with him across the Common. One day I had done badly in my work, or had misbehaved and had brought down on myself some mild criticism; and after school, though I saw him going my way, I did not join him.

That night came a box of candy and a visiting card, "Mr. Arthur Irving Fiske", with the words in his neat chirography, "When a young gentleman takes criticism so much to heart that he won't walk home with the critic, a censure is un-

doubtedly called for. Still, moral suasion might be tried first."

One more and I have done. The "Great Fire" of 1873. I remember how anxious my father was about his place of business, and how he took me out and we saw the fire on Summer Street, near Trinity Church and how the "Burnt District" looked afterward. We boys went strolling through the ruins collecting relics. I may have some still.

I could continue these boyhood recollections more or less closely connected with the school, but I have probably written already much more than you have space for.

ION

By Joseph Vila, 1886

FORTY YEARS ago next June I graduated from the Boston Latin School. I had received the commission of Lieutenant-Colonel from Moses Merrill, the headmaster, who later handed me a diploma. Those were the proudest days of my youth when I was learning many important things from my beloved instructors,—Messrs. Fiske, Chadwick, Groce, Capen, Emery, and Jones.

Seven years ago I visited the school house in Warren Avenue for the first time since I left it in 1886. Mr. Jones was the only instructor left, and he had to do a heap of thinking before he remembered me.

That visit revived memories of the military manoeuvres of the battalion in the drill hall under the direction of Gen. Hobart Moore; the training of baseball and football candidates in the gymnasium and the "Declamation Days" in the assembly room.

It seemed only yesterday that I heard the recess bell and rushed out into the yard to catch the swift pitching of

"Johnny" Fitzgerald of the English High School, who later became Boston's famous mayor.

Last year I rode past the new building of the school in Avenue Louis Pasteur. I didn't go inside, because I feared that Mr. Jones had left and that no one would know me. But I had a fleeting vision of the old building in Bedford Street, when I first wore "B. L. S." on my visored cap and attended battalion drills in a little hall over Boylston Market on Washington Street, back in 1881.

It may not be of interest to learn that I have spent thirty-seven years in New York journalism. From 1889 until May 1893, I wrote sports on the New York Herald. Then I went on the New York Sun with which I have been identified ever since, taking the sporting editor's chair in 1914. I trust that I have not bored readers of *The Latin School Register* with this lengthy screed, but really it's from the heart.

Long live the finest preparatory school in America!

LATIN SCHOOL REGISTER

RECOLLECTIONS

By Rev. J. C. Walsh, '01

THE realization that our class is now celebrating its fifth lustral, since the day it took its place in the great line of Boston Latin School graduates, brings home to me with something of a mild shock the fact that the present boys of Boston Latin School must look upon us as already numbered among the ancients. Apropos of this thought, and in deference to the request of the *Register* for reminiscences, I am reminded of an incident that occurred on one of the last class-days of our course. One of the recitations was in the form of a medley, made up of snatches from classic poems, so set together as to produce ridiculous effects: "Who will stand on either hand and keep the bridge with me?" (while the speaker gave the suitable gesture with his hands): "Then up spoke Barbara Fritchie", etc., etc. The guest of honor of that day was Dr. Edward Everett Hale, and when it came his turn to speak, he humorously remarked that at every moment during that recitation he was expecting to find the speaker turn to himself and Dr. Merrill (then Head-Master) and say "Venerable men, you have come down to us from a former generation." Something of a sympathy with his feelings on that day, I suppose, must be present to the class of 1901, as it realizes that it is being called upon for memories of a quarter of a century ago in the Latin School. Let me reassure the present generation that even after twenty-five years from graduation day, one need not feel old.

Associated with my Latin School days clings firmly the memory of Mr. Arthur Irving Fiske: the great teacher of Greek in our day. I can see him now coming into the class-room for his fifty-minute period of Greek: amid the buzzing hum of subdued, but permissible

conversation on our part, he would make his way to his desk, and even before the conversation had completely subsided, make the announcement of the next day's lesson in his quiet and gentle voice: "We'll mark as far as page 23, line 15, for the next time." And then when the last whisperer, with the consciousness that Mr. Fiske was speaking, had come to perfect attention, Mr. Fiske would repeat the identical announcement and call on the first boy for recitation:—"We'll begin at page x, line z,—will you please read the Greek—We'll stop here," when the reading had gone far enough. Should a word be incorrectly translated, he would quickly ask, as in case of wrong tense, "He DID go?", obliging us then to give the Greek for the tense we had wrongly offered in translation.

His memory of words and constructions used by the authors was astounding: he literally charmed us with his erudition. Sometimes he would mention the line, or about the line, where Homer had used the same word or construction we were translating: and, lest it might seem to have been pre-arranged, it should be remarked that this would be true of words brought up by one of us, in suggestion or comment. Once, when the boy reciting in a sight translation came to a word he could not translate, Mr. Fiske turned to look for volunteers, but found none: it was his custom to give credit as for recitation, when a boy had made five correct answers in such emergencies, and thus he kept us ever alert and interested. Finally he turned to one boy and asked if he could not possibly help out: and explained that he thought this particular boy had some weeks previously translated a passage in which this very word had occurred.

The boy did not at the time remember the fact, but later on, when he looked back at the passage, he remembered that he had actually translated it, and when he told Mr. Fiske, he received a smiling recognition of his tribute. At another time he told one boy that his father had many years ago translated that same passage for Mr. Fiske which the boy had that day translated.

He never wasted a word, and never seemed in a hurry, yet his classes moved along rapidly, and interest never flagged. Through his ingenuity in etymological derivations he brightened his classes. In a "word list" which at his suggestion many of us made of all the new words which we had to look up in the dictionary, I find a characteristic example of what he did in this regard:—"brotos" the word meaning mortal, by a simple inversion became "bortos"; then, inasmuch as the letter "b" and the letter "n" were very close together, we easily had "mortos" and "mortal". (The sound made by the sheep is said to be "ba-a-" but an old farmer told him that it always sounded to him like "ma-a-"; and the Greek for "bleating": "mekaoimai" had a form "makon" indicating that to them it

seemed to begin with "m".)

Discipline never seemed to offer him a problem: in all the time which I was privileged to work under his direction, I remember only one instance in which he gave a mark for misdemeanor, and this event was like a tragedy. In a study period, he suddenly arose from his seat and made his way to the back of the room and put a slip of paper on a desk: the boy there turned crimson in color. "I have been obliged to give you a mark for misdemeanor" was the message, but it hurt more than a censure card from some others would.

A quiet humor underlay the even gentleness of his manner. Once, when one of the teachers had lost his Phi Beta Kappa watch-charm, and sent a messenger to all the rooms to inquire for it, Mr. Fiske wrote down the words "Factis iuit" and sent them back to the teacher. It was appreciated by those who quickly saw in it the typically "Fiskonian" use of the word "fact": "the fact is, I've it." And he returned the pin to its owner. Mr. Fiske stands out as one of the highest types of language teacher: I shall ever cherish his memory among the best of my Latin School recollections.

A RESPONSE

In response to your request for contribution to the Alumni Number of The Latin School Register, may I convey my good wishes to the boys who are now on the paper?

It must be almost time to celebrate the semi-centennial of its foundation.

Your letter calls to mind the time when I was associated in managing, editing and distributing *The Register*. It was at that time a four-page quarto sheet, and for the first time in its history made a little profit.

This also calls to mind an ephemeral publication, *The Star*, which was issued by some of the brighter minds in the

fourth class. It, like Boston's first newspaper, *Publick Occurrences*, was promptly suppressed by the authorities after its first issue. It was only a two-page quarto produced by hectography, a gelatinous process which I think has gone out of existence. The paper had a beautiful illustration on its first page which was drawn by that prominent and estimable citizen of today, Edward H. Eldredge, who might have gone far as an artist, if he had not devoted his after life to real estate and military affairs.

Very truly yours,

Charles H. Taylor,
Manager, BOSTON GLOBE

THE GOOD OLD B. L. S.

By Henry T. Schmittkind, '06

I HAVE a confession to make to the boys of the Latin School. When I get this confession off my chest, I shall be happy. I have never spoken of this to anyone, but I'm going to tell you about it now. My confession is this:—*I never studied as much as the boys thought I did.* I had a simple way of getting good marks without having to recite. I merely cultivated a wise grin. Whenever a boy made a mistake, I grinned right into the face of the teacher. The teacher used to grin back at me and say to himself: "*He* knows all about it." Very often I didn't know anything at all about it, but the teacher accepted my grin and gave me a "5" without asking me any questions. To all the boys in the school, therefore, I say: Learn to grin if you want to get good marks. And to all the teachers in the school I say: Never let yourself be fooled by a grinning boy. The chances are he is only trying to hide his ignorance.

But there was one teacher at the school from whom it was next to impossible to get a good mark. That was our English teacher, Mr. Morse (I wonder if he is still teaching English at the B. L. S.?). Only five commas misplaced in a whole composition meant zero. I used to tremble whenever I handed in my English compositions, and I wanted to "knock the blocks off" those nasty commas which I *knew* would manage to get themselves stuck into the wrong places. Even now, at this late date, when I'm a bit more familiar with my punctuation marks I feel somewhat diffident at the thought that my commas and parentheses, my colons and capital letters, and my "isn'ts" and "didn'ts", are perhaps going to pass through the fire of the English Department's eye. There are two rules, how-

ever, which Mr. Morse taught me and which I hope I shall always follow. These two rules are so excellent that I am going to pass them along to you. *The first rule is this:—A preposition is a bad word to end a sentence with. But the second rule is still better: Never begin a sentence with "but".* As I have said above, I shall always bear these two rules in mind whenever I have anything to write about. But enough of that.

The most interesting hours at the old Latin School were the lunch periods in Mr. Pennypacker's room. It used to astound and delight me to watch Mr. Pennypacker take a biscuit fully four inches in diameter and with a deft fillip of his fingers slip it into his mouth without so much as winking an eyelash. So great was my admiration for this trick that I practised it at home. I could never do it, however, and once I came near tearing my cheek open in the attempt. But he could with equal gusto cram an immeasurable amount of love for literature into those puny little brains of ours. *That* was a miracle indeed.

And the other teachers, too:—"Cudjo" Capen, than whom there was probably no sweeter soul alive in his day; J. K. Richardson, hiding a world of knowledge under a bashful temperament; Selah Howell, who *knew* that *you* knew that the whole class knew that nobody in the class knew his lesson; Mr. Henderson, who loved three things above everything else in the world,—boys, literature, and chess; "Pat" Campbell, always ready with his kindly smile and encouraging words when a kid felt blue; and Mr. Groce, who had such a sympathetic way of telling us that our ignorance was *fatal*. (Do you old fellows recall that tragic whisper of his when he pronounced

the word *fatal*?) All these teachers, as well as the many others, equally lovable, whom I have not the space here to mention, were a constant source of precious joy to us. Some of these teachers are still at it, turning little roughnecks into real men, so that you all know at first hand what a thorough job they must have done on us and how infinitely enriched our

lives must have been through our coming into contact with them. Boys are not demonstrative, and therefore these teachers never knew how deep was our admiration for them. But a finer, squarer, more upright or more lovable set of men than the teachers of the Latin School I have never met, either before or since those magic days of 1902 to 1906.

THE MODERN IDEAL IN EDUCATION

By Arthur W. Marget '16

THERE has been an unusual amount of discussion recently, in newspapers and magazines, concerning the aims of university education. Why do men go to college? What does the college teach them, and what should it teach them, when they get there?

In this connection, I recall, particularly, two articles. One was written by a graduate, of some years standing, of the University of Illinois: a university celebrated, among other things, as the alma mater of one "Red" Grange. The old graduate, it seems, had visited his university very recently, chiefly with the purpose of ascertaining the reaction of the average undergraduate at Illinois to "Red's" recent plunge into professionalism. His visit had resulted in bitter disappointment; for where he had expected almost universal condemnation, he found nothing but unqualified approval of an act which jarred so severely upon his own sense of what standards of sportsmanship and of college spirit ought to be. "Of course 'Red' was right," said the undergraduates. "He had a chance to make a lot of money, and he took that chance. Why shouldn't he? *Isn't that what we all come to college for,—to learn how to make money?*"

The second article,—or, rather, series of articles,—was written by a number of Harvard men now teaching at the University of Michigan. Almost all of

the men contributing to this series of articles were agreed upon one thing: that the average undergraduate at Michigan took a much more "practical" attitude towards his college course than did his fellow in the older Eastern universities. The western student, it was alleged, was intent upon acquiring specific information which he might be able later to turn to practical account,—to use, that is to say, in increasing the size of his income.

Now, it should be stated at the outset that I have no objection, in principle, to a man's wishing to increase his income. I have still less objection, in principle, to learning how to increase my own income. I grant, also, that many men have done much to increase the amount of the community's wealth, and so the amount of the community's happiness, simply as a sort of by-product of their frank desire to increase their own wealth. What I do object to,—and what I object to with all the vigor I possess,—is the notion that the value of a college education is to be gauged solely by the results it yields in the way of increased salaries. I believe that when the day comes on which men will cease to educate themselves on the sole ground that "it doesn't pay, financially," the beginning of the decline of the modern world will be at hand.

Well, if a college education does not

aim to increase men's earning power, what does it aim to do? The answer, it seems to me, is as simple for the properly educated man to understand as it is difficult for the uneducated man. A college education aims, or it should aim, to introduce men to the beautiful things of life which are beyond the grasp of the unlettered mind. The barbarian who has no taste for civilized music, for example, has nothing but contempt, I suppose, for civilized fools who sit quietly for two hours watching a band of a hundred men work feverishly upon strange instruments to produce,—not food, nor beautiful garments, nor precious ornaments,—but only sounds, which vanish into air and are gone as soon as they are produced. To such minds, likewise, the very notion of hundreds of men working unremittingly to produce something we call a *book*,—solely that some other man may, later on, sit quietly by his fireside enjoying,—actually enjoying,—the reading of that book,—must be utterly incomprehensible.

One should not have to argue, to an educated man, in other words, that a life which is filled with the appreciation of music, of literature, and of all the arts, is a richer and a finer life than one devoted to the eating of more and richer food, of wearing more and gayer garments, and of driving more and swifter automobiles. The difference between an educated man and an uneducated one,—between a college education that really educates, and one that merely breeds technical specialists,—must depend upon whether the product of such an education measures the good things of life in terms of the number of automobiles he owns, or in terms of the number of higher pleasures which he is enabled to enjoy.

What has all this to do with the Latin School? Simply this: I believe that a man's tastes, and the aims he sets for

himself in life, are formed, in very large part, by the school which he attends in preparation for college. The set of newspaper articles to which I referred, concerning the differences between conditions in the old eastern universities and the newer western universities, attributed the more materialistic attitude of the western student to the fact that the latter is usually a member of the "first generation" of college men,—that is, is usually the first of his family to have the opportunity to get to college at all. There may be some truth in this; but I do not believe for a moment that this fact, in itself, is enough to account for the phenomenon in question. The students of the Latin School are, in these days, largely "first-generation" students; and yet I cannot believe for an instant that, after four or six years of education along lines which stress least of all the "selling value" of the things the students are being taught, these men have the same attitude toward the acquisition of knowledge for its own sake that they would have had if their education had been directed along purely "practical" lines. On the other hand, I believe that students of the fifth generation, or of the tenth generation, being put through a course of study in which every part of the curriculum is closely examined with an eye to its "practical" utility, would have little difficulty in accepting the notion that a college education is intended to increase one's earning power, and that if it fails to do so, it is a waste of so much time and energy and money.

The moral is clear: it is such institutions as the Latin School, and the ideal of education which it represents, which prevent us, and will prevent our children, from falling to the level of swine. It is for us to see to it that nothing ever happens to change the policy of the school, or to lower the quality of its achievement.



THE CITY MEET

THE third Annual City School Meet finished with English High on top with 120 points. Latin was second with $38\frac{1}{2}$; Dorchester with 35, Commerce with 20, Mechanic Arts with 9 and Trade with $7\frac{1}{2}$ trailed along in that order.

Ten records were broken in the meet.. The best being that made by Yavner in the "300" when he lowered the mark to $35\frac{2}{5}$ seconds. Hoyer, who has been hiding his talent all year, finished third in the senior "50" by a fast spurt at the end. The "600" furnished the best race of the day. Cummings, he of the sylphlike extremities, held the lead for most of the race, but on the last lap Allard managed to nose him out by about six inches. In the "1000" Boches remained in the ruck for the first three laps, but on the fourth he began coming up, until on the last lap he was in a position to challenge the leaders. The race finished, however, before he had a chance to better his position. The experience he gained in this race, however, helped him to get first place in the Reggies, where he did not delay his final spurt so long.

In the junior hurdles Latin placed first and second when Dalrymple won, closely followed by Devin. Guilford, however, takes the hard luck prize for, although he defeated Mazor of English

in the semi-final, he was forced to take second to him in the finals.

In the relays which were held a few days later, the team increased their total by 13 points. In the senior two-lap relay, the usual was accomplished when English trailed in the dust behind the school quartet. English made up for this, however, when they defeated the school team. The juniors, however, were the only ones to bask in the glamour due to record-breakers, for besides defeating English, they managed to break the record in so doing.

THE REGIMENTAL MEET

THE long-awaited Regimental Track Meet closed the indoor season at the East Armory on Saturday, March 27.

English High added another victory to its long string by piling up a total of 96 points, with Latin School in second place with 40, followed by Dorchester with $29\frac{1}{2}$, and Commerce and East Boston in that order. With a well-balanced team that secured a commanding lead in the field events by amassing about 45 points in these contests which were held earlier, English increased her lead substantially on the track, to win by a comfortable margin. Latin School's weakness in the field events was partly overcome by the splen-

did performances of our boys in the relays and track events.

Frank Hoyer, our lone senior dash man to reach the semi-final round, was unplaced in his heat, which was won by Blenus of Jamaica Plain in 5 4-5 seconds, equalling the record. The latter also won the final, beating Harrington of Dorchester by a foot in 6 seconds.

In the final of the senior hurdles, which saw no Latin man toeing the mark, Suck of Hyde Park won a close race from Garrity of Jamaica in 6 4-5 seconds.

Three members of Latin School's star two-lap relay team, O'Brien, Cummings and Hegarty went to the post in the seniors' 600-yard run. The favorite, Allard of English, stepped into the lead, and jockeyed with O'Hare of Brighton and "Dick" Hegarty of Latin for two laps. Frank Cummings, whose ire had been aroused by his failure to receive a better position than in the second row, fought a game, uphill race from the start, coming from the ruck into fourth position at the gunlap. At this point, besides Allard, Frank O'Brien and Reynolds were ahead of him. A determined spurt by Cummings carried him by the second and third men, and put him at Allard's shoulder on the last bank. He continued his magnificent spurt up the home-stretch, caught Allard ten yards from the tape, and passed him to win by a yard in the fast time of 1.22 2-5 seconds. Reynolds took third place to Allard, while Dick Hegarty was able to fight his way by Frank O'Brien, who still felt the effects of the injury received earlier in the season at the K. of C. meet.

With Meagher out of the 1000-yard run the race was conceded to be a toss-up. Callahan of Brighton took the lead and held it for four laps, with Kelly of Dorchester in second position and Boches, the Latin crack in third place. On the

back stretch of the second last lap, Boches sprinted into first place and increased his lead to the finish, winning easily in 2.34 seconds, over Callahan.

"Bob" Sullivan was kept on the sidelines in the 300-yard dash.

The final heat of this race was won by Yavner of Dorchester over Scott of English and Korl, Dorchester. The English runner was disqualified for a foul against Salamonio of Mechanic Arts. The time of Yavner was 34 4-5 seconds, breaking by 2-5 seconds, the record held by John Sullivan of Latin.

The first three men of our senior one-lap relay team, Nissen, Wells, and Gallagher, yielded fifteen yards to their rivals from English, and Frank O'Brien's gallant fight against Allard gained back only four yards of this advantages. English's time gave them second place while our 1.24 4-5 seconds secured a fourth place for us.

Our two-lap team of Bob Sullivan, Ralph Boches, Frank Cummings and Dick Hegarty, swept to an impressive victory in their event.

The lead gained in the first relay was increased by each succeeding member of the team, and English was 50 yards behind at the finish. The time of 2.56 3-5 seconds was about a second behind the record held by a former Latin team but was four full seconds better than our closest competitor, Brighton, could do.

Our weakness in the Intermediate events prevented our making a more serious challenge to the runaway victory of English. Only one of our intermediates, "Joe" Dolan came through to compete in the finals day's events. Fighting up from a poor seventh position in the 600, "Joe" appeared doomed on the last turn where he seemed boxed, but he kept gamely on to a fighting fourth position in the race, which was won by Daley of English. The time,

1.27 was considerably slower than the record made in 1921 by Bert Jacobs of Latin.

Gumpwright of Commerce won the hurdles in time equalling the record, 7 seconds. No Latin man reached the semi-finals in this event.

The final of the 220-yard intermediate dash was interesting with Wineo of English being barely able to hold an early lead against a late spurt by the favorite Geary of Commerce. Our men had failed to reach the final round.

With Latin's entries in the intermediate dash weeded out in the trial heats, this race saw English High taking the first three places in the final. Pasquantonio, the winner, tied the record of 6 seconds.

Although our intermediate relay team of Jacobson, Sullivan, Horvitz and McCarthy, was beaten by English High's speedy quartet, their time was fast enough to rate them fourth position.

The junior hurdles were won handily by our star, Dalrymple, who breezed through his semi-final and the final, the latter 7 1-5 seconds, 1-5 of a second behind the record. An unfortunate draw in which three of the fast men were placed in the same semi-final heat, with two to qualify, resulted in the failure of Devin of Latin to get to the final heat.

In the junior dash, our only entry to survive the trials was Guilford, who was then forced to extend himself to his utmost to place in his semi-final heat after having been placed back for a false start. In the final, Guilford was able to garner a third place with Mazor of English first. The time, 6 3-5 seconds was slow.

Two of our record-breaking relay team, Parks and Leslie, competed in the semi-final heats of the Junior "176." Parks eased home in third qualifying position in the heat won by Jakunskas,

English, in 22 2-5 seconds. Leslie was well on his way to a qualifying position when he fell on the second corner. The final of this event is to be run over because of a foul, which put Jakunskas, the favorite, out of the running.

Our Junior relay team came through to a close victory over English in record time. Our leadoff man, Dalrymple, lost three yards to English's star, Jakunskas, but Guilford gained back this distance and added about five yards, and the lead was held to the end by Parks and Leslie, the latter having a hard fight to hold off the bid of English's anchor man. Our time, 1.33 4-5 seconds easily bettered that of the other schools, and another championship was added to our collection.

Many instances serve to show the fine sportsmanship of the schoolboys. Allard was as much of a gentleman in this defeat, which should detract nothing from his fine record, as he has been in his numerous "wins," and Jakunskas showed himself a true sportsman, by the way that he accepted the foul that robbed him of a sure victory. The whole meet was carried off well and reflects credit on the schools of Boston. —C. F. H.

BASEBALL

Coach Fitzgerald has called out the ball team, and practise for pitchers and catchers in the drill hall will probably be soon in vogue. Practise will be taken up outside as soon as better conditions permit it. The chances for the pennant seem good this year since the team is captained by "Henny" McGuinness and a goodly sprinkling of last year's squad is back.

The best prospects at first sight seem to be Verge, Finnegan, Costigan, Hunt, McGrath, J. J. Sull, Colbert, Felix the Great, Mayers and many others. Coach Fitzgerald sends this message: "There are nine positions open."



Left to Right—Hegarty, Cummings, Boches, Sullivan

THE RELAY TEAM

ONE of the finest relay teams that has ever graced the Purple and White has drawn to the end a very successful season. With prospects that appeared very bright at the start of the year, only to receive a severe setback in the injury of one of our stars in the first race, the team finished the season made notable for two victories over English in championship form.

The call for candidates for the two lap team found three veterans of last year's fine aggregation, and "Bob" Sullivan, Frank O'Brien and Frank Cummings shaping up as prospective members. Ralph Boches, a new man from Lowell, was slated for the fourth position with "Dick" Hegarty the alternate.

The first four men comprised our team on the occasion of their first race at the K. of C. Meet, against Brookline's speedy quartet. An unfortunate inci-

dent on the first relay caused our defeat, and deprived the team of the services of Frank O'Brien for a good part of the season. In the scramble to obtain the pole, Frank, our leadoff man, lost a shoe on the first turn. Gathering splinters every step of the remaining two laps, Frank kept gamely on, and passed the baton to "Bob" Sullivan, after giving his Brookline opponent a fine fight for the lead. The best of our team was unable to recover the few yards that Frank had been forced to yield because of his handicap, and our first race was lost by a small margin.

Our next race, against English High at the B. A. A. Schoolboy Games, resulted in a decisive win for Latin. The lead that was gained on the first relay was increased by each of our remaining runners, who came through to an easy victory.

Encouraged by wins over our great rivals, the team went to the Andover Interscholastics where they ran another fine race. Besides winning by half a lap from Worcester North, the team with little competition, broke the record for the distance. The race proved a walkaway from the start and had the going been closer the record would have received more of a jolt than our men, conserving their strength, gave it.

As "guest performers" at the Harvard-Cornell-Dartmouth games, the team was eliminated in one of the heats by Brockton. This race which was for the school-boy relay championship of Massachusetts was lost to a team that had more stuff that night, although later in the season our quartet scored an impressive victory over the Brockton men. The sting of our defeat in this race was made less keen by the fine beating which our men passed on to Newton, which was forty yards behind our anchor man at the tape.

Perhaps the crowning achievement of the long-distance team's season was its clean cut, though unexpected win in the State Meet. In this race, against Lowell and Lynn English, our men administered a crushing defeat to their opponents and also won first place in the meet by their excellent time of 2.56 $\frac{2}{5}$ seconds, breaking the record for the games and winning first place by a large margin over the favorites, Brookline.

The last race of this team's fine season and the last indoor race for two of this crack aggregation was run against English at the Regimental games. From the time that Boches opened up a fifteen yard lead on English's starter, until Hegarty crossed the line a winner by 50 yards, the race was never in doubt. "Bob" Sullivan and Frank Cummings on the middle relay lengthened out the lead handed to them until the contest became a procession. Without being

pressed in this race our men made the fast time of 2.56 $\frac{2}{5}$ seconds, a second behind the record set up in 1924 by another Latin team.

Besides running these, the relay men were steady winners on the track. Frank Cummings competed most successfully in the "600" winning the Reggies in fast time. "Dick" Hegarty was a consistent point winner in the "300" and "600" and placed in the Reggies. Frank O'Brien, who returned to run as soon as his injured foot allowed him, was one of our stars in the "600" although continually hampered by his early season mishap. "Bob" Sullivan was one of our best bets in the sprint and "300" and was kept out of a possible place in the Reggies, in the latter event by sickness; Ralph Boches finished a year replete with sensational last-ditch spurts by winning a clean-cut victory in the Regimental Meet.

Cummings will take care of the 600 almost any day in the week.

Boches, a newcomer to the school, seems to have monopolized the "thousand," but Powers, a second classman, is always right on hand when the tape is about to be broken. Recently Mr. Boches entered the gun lap of a race half a lap behind and nosed out the leader to the time of 2:42. However, when one knows that he can do 2:32, something seems a bit strange in Denmark, which was that he was coaching a teammate. At any rate, look out for possible boxes, Mr. Boches.

The outlook for next year's team seems bright from the road, with Hegarty, Boches and Bob Sullivan to return. The loss of Cummings and O'Brien by graduation will leave quite a problem with Coach Fitzgerald, but without doubt he will solve it by developing some star to put into the breach as he has done so ably in the past.

*B. L. S. Juniors*

IT IS only fitting that a word be said concerning the juniors of the track team on account of the large number of points they scored in the "Cities" and "Reggies." During the dual and triangular meets of the year, they were also the mainstays of the team, and in the "176" it was seldom we did not make two out of the four places with Guilford, Leslie and Parks, all consistent performers, running in it. In the 50 yard dash the team was also strong with such runners as Campano and Ryan usually placing. The juniors were strongest in the 50 yard hurdles for there are two record-holders, Dalrymple and Devin in the school. Although the latter was ineligible most of the year, he succeeded in placing second to his teammate in the City Meet, where they both broke the record. Unfortunately he was sick at the time of the Regimentals and Dalrymple, alone from this school, won first place. Just before the City Meet, Guilford was shifted to the dash, where he did exceptionally well, placing second in the City Meet and third in the Regimentals.

The relay team also had a fine season. It consisted of Dalrymple, Parks, Leslie and Guilford. The first race was in the

Huntington Meet, where they defeated B. C. High's junior relay team. They ran their best in the City relays where they defeated English's team in a hotly contested race, winning by a few inches. Their greatest joy, however, came from the fact that in so doing they broke the City and Regimental records.

HOCKEY

WITH the Dorchester game on March 27th, "Al" McGrath and "Hennie" McGuiness closed their careers as members of the Purple and White sextet. For three years the 1926 captain has starred for his *alma mater*, while McGuiness has been outstanding for two years. Unfortunately they were not in the best of condition in the English game, otherwise the contest would have had a purple tinge. These two athletes show great team work, seldom attempting a play that is incomplete. Our captain has been the star of every game. He is alert, handles himself so cleverly that he seldom receives or causes an injury. Aggressive on the ice, he is quiet, even retiring off the ice, and has a host of friends. Latin School has seldom been represented by a captain possessing more sterling qualities. He

is one of the greatest, if not the greatest, hockey player ever to represent B. L. S.

Henry McGuinness was another of our stars. When he went out for the team last year, he was given little chance to be a regular, as Capt. Donaghy was playing right wing. But determination and grit, topped by natural athletic ability, forced Donaghy to be shifted to defence and McGuinness played right wing in a marvellous manner all season. With McGuinness and McGrath available for this year's team, we seemed due for our first hockey championship. But ineligibility forced the former out for two months. In this period the team struggled along, and, with "Henny's" return early in March, started a fight for the title. His value to the team was shown by the fact that in the first game after his return, the team defeated Trade by 3-0. This was Trade's first defeat, and half as many goals as were scored against Stratton, Trade's star goal tend. But for his ineligibility, McGuinness would undoubtedly have ranked high among the schoolboy players. He is one of the best athletes in the school, starring on the gridiron last fall, and is this year's baseball captain, besides playing hockey. He bids fair to win the Memorial Cup this year.

ON THE afternoon of Friday, March 26, our annual hockey game with English High, our old rival, was played, and Latin, frowned on by Lady Luck, went down to defeat.

The teams were perfectly matched, and an excellent game was expected. From the opening whistle, however, a

ragged game developed, characteristic of neither team. The period was about half over when a slowly rolling shot from the stick of O'Leary slipped by Mayers for the first counter. Latin made numerous rushes at the English defense in vain and the gong ended the period with the score 1-0 in favor of our rival.

The Latin team came on the ice in the second period determined to score, but despite brilliant attempts by Captain McGrath, McGuinness and O'Neil, who time and time again stormed the English citadel, the strings of our opponents net remained undented. Late in the period, Mayers turned aside a difficult shot by Lanata, but Bailey was in fast, secured the puck on rebound and pushed it through for the second goal. The bell rang with the Latin forward line forcing English to do its utmost to stop the attack.

The game was a disappointment, for both teams were far from their usual brilliant game. There was much stiff checking, many spills, and considerable ragging of the puck on the part of English. McGrath, McGuinness and Wilson excelled for Latin, while Bailey, Lanata and Pembroke played well for the victors. The summary:

<i>English</i> 2	<i>Latin</i> 0
Pembroke, lw	rw, McGuinness
Lanata, c	c, McGrath
Bailey, rw	lw, O'Neil, Roach
	Carmody
O'Leary, ld	rd, Wilson
Harris, rd	ld, Costigan
Marr, g	g, Mayers, Grandfield

Goals made by: Bailey, O'Leary.

Referees: Lynch and Clifford.

Time: Two 13-minute periods.



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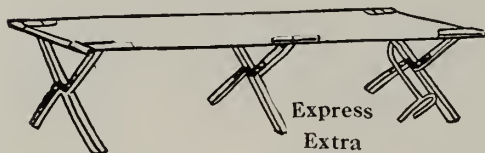
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